OLD ROCHESTER REGIONAL SCHOOL COMMITTEE
May 22, 2025 at 6:00 p.m.
Marion – Mattapoisett – Rochester, Massachusetts
REGULAR MEETING MINUTES

Members Present: Rosemary Bowman (remote), Frances-Feliz Kearns (in-person), Margaret McSweeny (in-person), Matthew Monteiro (in-person), James Muse (in-person) April Nye (in-person) and Joseph Pires (remote).

Members Absent: Michelle Smith, Robin Rounseville

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

Meeting was called to order at 6:04 p.m. by Vice-Chairperson Nye. Ms. Nye informed everyone in attendance that the meeting was being recorded. Vice-Chairperson Nye made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

RECOGNITION
That the school committee recognize the following students; student athlete Wesner Archelus for his new school record in the 110M Hurdles and the Unified Basketball Team for another undefeated season.

That the school committee recognize the following retirees; Angie Vaughn – Music/Chorus Teacher, Deborah Martin – Paraprofessional, Suzanne Modlowski – Paraprofessional, Steven Eldridge – Custodian and Yvette Randall – Cafeteria Staff.

That the school committee recognize Rosemary Bowman for her service as an ORR School Committee member.

The School Committee and administration recognized the above mentioned individuals.

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

MOTION to enter into executive session at 6:25 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements, and to return to regular session.

MOTION by Mr. Monteiro
MOTION Seconded by Ms. Kearns
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to exit executive session at 6:51 p.m. to return to regular session.
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

I. Approval of Minutes

A. Regular Minutes

Recommendation:

That the School Committee review for approval the minutes of March 27, 2025 – Budget Hearing, March 27, 2025 – School Choice Hearing and regular meeting and May 5, 2025.
MOTION to approve the budget hearing meeting minutes of March 27, 2025 as presented
MOTION by Ms. McSweeny
MOTION Seconded by Ms. Kearns
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve the school choice hearing and regular meeting minutes of March 27, 2025 as presented
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve the regular meeting minutes of May 5, 2025 as presented
MOTION by Ms. McSweeny
MOTION Seconded by Mr. Muse
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve the Executive Session Minutes from UE Negotiations on February 25, March 7 and March 10, 2025 as presented. (These minutes were approved after the approval of General Item A.)
MOTION by Ms. Kearns
MOTION Seconded by Mr. Muse
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve the Executive Session Minutes from Instructional Assistant Negotiations: February 12, March 4, March 31 and April 14, 2025 as presented. (These minutes were approved after the approval of General Item A.)
MOTION by Ms. Kearns
MOTION Seconded by Ms. McSweeny
MOTION PASSED 7-0

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

The Executive Session minutes of March 27, 2025 were reviewed in executive session.

MOTION to approve the Facilities Subcommittee meeting minutes of April 18, 2025 as presented
MOTION by Ms. Kearns
MOTION Seconded by Mr. Pires
MOTION PASSED 2-0-1
ROLL CALL: Kearns; yes, Nye; abstain, Pires; yes

V. General

A. Approval of Memorandum of Agreement(s)

Recommendation:

That the School Committee review Memorandum of Agreement(s) between the Old Rochester Regional School Committee and the United Electrical, Radio and Machine Workers of America, Local 248 and the Old Rochester Regional School Committee and the Old Rochester Instructional Assistants Association.
MOTION to approve the Memorandum of Agreement between the Old Rochester Regional School Committee and the Old Rochester Instructional Assistants Association as presented
MOTION by Ms. McSweeny
MOTION Seconded by Ms. Kearns
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve the two Memorandum of Agreements between the Old Rochester Regional School Committee and the United Electrical, Radio and Machine Workers of America, Local 248 as presented
MOTION by Ms. McSweeny
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

B. Innovation Career Pathways Designation Overview

Recommendation:

That the School Committee hear an overview of the Innovation Career Pathways Designation from administration.
Superintendent Nelson thanked Ms. Millette for leading this work and she will provide a full presentation in the fall. Ms. Millette shared that ORR had been awarded a grant after submitting an application for Advanced Manufacturing (Architecture & Design) and Business & Finance. These enable academic pathways in the field (advanced learning opportunities) for students including career mentoring (local businesses, colleges, Mass Hire) and internship hours (100+ hours of real work experience).

C. Approval of Grant(s)

Recommendation:

That the School Committee review the following:

- Fund Code 0436 – Round 3 Innovation Career Pathways Planning Grant in the amount of $15,000 from DESE.
- Fund Code 422A – Career Connected Learning Program Development Grant in the amount of $35,000 from DESE.

- $500 from the Emma Whittaker Fund of the SouthCoast Community Foundation to ORRSD for the ORR Cares Program.

MOTION to approve FC 0436 Innovation Career Pathways Grant as presented
MOTION by Ms. McSweeny
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve FC 422A Career Connected Learning Program Development Grant as presented
MOTION by Ms. McSweeny
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve $500 from the Emma Whittaker Fund for the ORR Care Program as presented
MOTION by Mr. Monteiro
MOTION Seconded by Mr. Muse
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations;

- A clarinet from community member Jeannie Sheets for the ORRJHS Music Program.
- A donation to the ORRHS library from Peter A. Silva, alumni, of the ORR Yearbook from 1963.
- A donation to the ORRHS library from Hank Pierce in honor of his father Kenneth Peirce (former JHS teacher) of ORR Yearbooks from 1976, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987 and 1988.

MOTION to approve the clarinet and yearbook donations as presented
MOTION by Ms. McSweeny
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

E. Approval of Foreign Travel

Recommendation:

That the School Committee review for approval a trip to the Galapagos Islands for April 17-25, 2026.
ORRHS Teacher Susan Harris presented information about a trip to the Galapagos Islands for April 2026. A previous trip was approved by the school committee but there was not much interest so she is looking to have this trip through Educational Tours instead.
Ms. Nye asked how many students can attend, and if there will be fundraisers to support all students that are interested. Ms. Harris shared about 40 students can attend and they will conduct multiple fundraisers.
MOTION to approve the trip to the Galapagos Islands in April 2026 as presented
MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

F. Approval of Main Stadium Field Use

Recommendation:

That the School Committee review the request from the Old Rochester Youth Football for three to four game days in September or October with five games per day on the Main Purpose Field.

Mr. Devoll explained this is an annual request and the district has a great partnership with Ms. Medeiros of the Old Rochester Youth Football organization. They are in constant communication during the season to ensure field conditions are up to par and the additional use will not impact high school sports.

MOTION to approve the Main Stadium Field Use request as presented
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

G. Approval of 2025-2026 Student Handbook(s)

Recommendation:

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

Superintendent Nelson explained that all the schools are updating language related to discipline to get ahead of feedback from the Tiered Focused Monitoring review in student services. Ms. Millette presented changes to the high school handbook. Please see appendix A.

MOTION to approve the 2025-2026 ORRHS Student Handbook as presented
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

Ms. Chouinard presented the changes for the 2025-2026 ORRJHS Student Handbook. Please see appendix B. Mr. Monteiro asked if hard copies of report cards could also be mailed upon request. Ms. Chouinard confirmed and will update the language.

MOTION to approve the 2025-2026 ORRJHS Student Handbook as presented
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

H. Approval of Leases for the 2025-2026 School Year

Recommendation:

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

Superintendent Nelson explained this is an annual obligation and the rates are set by the SMEC board, which the district has representation on. They are utilizing the same spaces for the next school year.

MOTION to approve the FY2026 SMEC Lease as presented
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0

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

I. Approval of OpenSciEd Science Curriculum

Recommendation:

That the School Committee review the adoption of OpenSciEd Science Curriculum.

Dr. Fedorowicz explained that OpenSciEd was piloted over the last couple of years utilizing grant funding and funding was built into the FY2026 budget to replace consumables. This recommended adoption for the JHS is also being brought forward at the elementary levels to align science curriculum.

● Highly Rated & Standards-Aligned: Top score from EdReports; built for Massachusetts Frameworks
● Phenomenon-Based & Investigative: Students explore real-world phenomena through inquiry and experimentation
● Teacher-Facilitated & Student-Driven: Learning is led by student questions and supported by teacher guidance
● Collaborative & Inclusive: Fosters peer learning, values all voices, and builds a sense of belonging
● Adaptable & Cost-Effective: Editable, open-source materials reduce costs
● Teacher-Endorsed: Piloted by teachers and approved for adoption (89%) through a staff vote

MOTION to approve the adoption of OpenSciEd science curriculum at the JHS as presented
MOTION by Ms. Kearns
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

J. School Improvement Plan Update

Recommendation:

That the School Committee hear an update from administration on the School Improvement Plans in the High School and Junior High School.

Mr. Devoll and Mr. Coellner shared updates on their school improvement plans. Please see appendix C and D. Ms. Kearns appreciated all o the work to align all of the processes and can see how it benefits all students with the consistency. Ms. McSweeny added that is is great to see the improvement over the last few years and it is very encouraging as a parent in the district.

K. Portrait of the Graduate Update

Recommendation:

That the School Committee hear an update from administration on the Portrait of the Graduate work in the districts.

Dr. Fedorowicz provide an update on the portrait of the graduate work in the district thus far.

➢ Purpose: To build a shared understanding of the Portrait of the Graduate process and outcomes.

➢ Participants: School Committee, district and school leaders, teachers, parents and guardians, community members.

➢ Outcome (Final Product): To identify 4-6 PreK-12 Core Competencies, aligned attributes and age appropriate "I can…"
statements.

What is the Portrait of the Graduate?

- A shared vision defining the knowledge, skills, and character traits students need for future success.
- Emphasizes competencies like critical thinking, communication, collaboration, and adaptability.
- Serves as a guiding framework for aligning teaching and learning, and college and career readiness.

Why It Is Important?

- Prepares students for a rapidly changing world with transferable life and career skills.
- Ensures that all students access meaningful, future-ready learning experiences.
- Aligns educators, families, and communities around a common, student-centered vision.

Team Sessions
April 28, 2025 11:30-1:30pm - Kickoff and Calibration - Setting the Vision and Building Understanding
May 20, 2025 12:00-2:00pm - Defining Key Competencies - - Attributes and I Can…
May 22, 2025 10:00-12:00pm - Refinement and Alignment
June 3, 2025 9:30-11:30am - Finalizing and Celebrating

L. Approval of 2025-2026 School Committee Dates
Recommendation:
That the School Committee review the following dates: October 2, 2025, November 20, 2025, January 15, 2026, March 26, 2026, April 30, 2026 and June 4, 2026.
MOTION to approve the proposed ORR School Committee dates as presented
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

M. Approval of Program of Studies Addition
Recommendation:
That the School Committee review an additional course for the 2025-2026 High School Program of Studies.
Ms. Millette explained that the school committee already approved the program of studies for next year and this would be an addition to give directed study more structure in this freshman seminar class.
MOTION to approve the addition of Freshman Seminar to the 25-26 HS Program of Studies as presented
MOTION by Mr. Monteiro
MOTION Seconded by Ms. Kearns
MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

VI. New Business

1. Financial Report
Mr. Barber reported the following:
The Old Rochester Regional School District currently has $12,272 available of the general funds appropriated in the 2025 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total $21,563,474 authorized to the Old Rochester Regional School District.
$ 21,563,474 - General Funds Approved
$ 21,551,202 – Obligations Paid or Encumbered Year to Date
$ 12,272 - Remaining Available Funds

The Old Rochester Regional School District currently has $200,000 available in the Capital Stabilization Account.
$ 200,000 - Capital Stabilization Approved
$ 0 – Obligations Paid or Encumbered Year to Date

$ 200,000 - Remaining Available Funds

2. Record of Warrant(s)
Mr. Barber shared the record warrant(s) of March 26, 27, 28, April 7, 10, 17, 23, 24, May 5 and 7, 2025 as signed by the sole signatory.

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

- Meal participation continues to grow strong.
- In the process of procuring foods for the upcoming school year.
- We had a successful Board of Health Inspection.
- We collaborated with Ms. Higgins and one of her student teachers to conduct a walking field trip for our youngest students; giving them a tour of where the kitchen and engaging our students with a hands on activity; making personal pizza's, fresh garden salad and a friendship fruit salad.

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

- Awarded Athletic Fields renovation Design contract.
- Stage 2 of digital radio communications integration completed.
- Hosted Mattapoisett Town Meeting.
- Replaced motor, pump and piping on front irrigation well.
- Repaired food service steamer and oven in kitchen.
- Started preparations for Graduation.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

D. Personnel
Superintendent Nelson shared that Brian Kenneson was hired as an instructional assistant, Monique Moniz was hired as a cafeteria worker and Ronald Kingsley was hired as a custodian. Sue Cunningham, Human Resources Manager and Kim Read, Administrative Assistant to the Office of Teaching and Learning, have resigned from their positions. He added that the new JHS Music Teacher was hired Delaney Schiefen and attended the FORM concert this week.

CHAIRPERSON'S REPORT
Vice-Chairperson Nye shared the following: *With the Nor'easter outside upon us, I will try to keep this Chair Report short for this evening. As you all know, I am filling in for Michelle Smith and when she asked that I cover this meeting, I was more than happy to do so, as it would give me the opportunity to write and present my own report.*
As I sat to write this, I knew immediately that I would want to first recognize our Graduating Class of 2025. They are truly an amazing group of students who are ready to embark out into the world, on their new paths. Many will be going on to Secondary education, while some have chosen to serve our Country. Some will go right out into the workforce or on to a trade school, while others have chosen to take a GAP year in order to fit their specific needs. Whatever decisions they have made for their futures, I am more than confident that they will take on any challenges that lay ahead with grit, grace and dignity because they are true Bulldogs and have shown true perseverance here through the years! You have wonderful opportunities and life experiences ahead and I for one can not wait to see where the traveling roads take you all.
I also want to take a moment to recognize the many teachers, faculty and staff members throughout our district that have interacted with and helped shape and guide this graduating class of Bulldogs, whether that

was in one of our elementary schools, at our junior high or here up at the high school. You have helped this graduating class of future leaders and they are all strong Bulldogs because of all of you!
And with that, I now want to shift to all of our future Bulldogs and want to take a moment to welcome all of you!
Whether you are starting in one of our Project Grow programs or in Kindergarten in the fall - welcome to our elementary schools and what I like to playfully refer to as our "puppy pounds". Our elementary students are our Baby Bulldogs and are the future of OR!
I welcome our incoming 7th Graders who will be starting at the Junior High in the fall. Welcome to all of you and to your families! You are our Junior Bulldogs and have such an exciting time ahead of you at the Junior High with so many firsts on your horizons at your new school! I can not wait to see and hear about all that is happening at the JRHS next year, as I know you will make us all so proud!
I welcome our incoming 7th Graders who will be starting at the Junior High in the fall. Welcome to all of you and to your families! You are our Junior Bulldogs and have such an exciting time ahead of you at the Junior High with so many firsts on your horizons at your new school! I can not wait to see and hear about all that is happening at the JRHS next year, as I know you will make us all so proud!

CENTRAL OFFICE ADMINISTRATORS REPORT
Superintendent Nelson thanked Vice-Chairperson Nye. He included the most recently Superintendent's Monthly Newsletter for their review. Superintendent Nelson reported the following on behalf of Dr. Curley:
A Community Talks Presentation was held on Tuesday, May 6th with Sarah Ward- Executive Functioning. There was a great turnout. Dr. Fedorowicz and Dr. Curley are working with the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) conducted an on-site visit last week and conducting interviews this week. Each school district undergoes an Integrated Monitoring Review every three years. This review addresses special education teacher and related service personnel licensure and professional development; parent, student, and community engagement, including compliance with Child Find requirements; facilities and classroom observations; implementation and oversight of Individualized Education Programs (IEPs); time and learning, and equal access. Tabor Unified Game Day was April 30th. Students enjoyed opening ceremonies, sport stations, and awards/lunch on a beautiful day. SEPAC was held on May 1st and the focus of the meeting was a vision for next year and how to get more parents involved. The District Wellness Committee met today to map out dates for next year and the first meeting is September 17 at 1pm. More information will be shared with members.

Dr. Fedorowicz reported the following: *New teachers will be conducting teacher celebrations at their last meeting coming. Our last professional development day will be held on May 28th for this school year. Instructional Council is working to assist in the development of the professional development for next year as part of our professional development planning process. Portrait of the graduate sessions are underway as well with opportunities coming for stakeholders to share feedback.*

PRINCIPAL'S REPORT
Principal Devoll shared his High School Principal's Report:
High School student enrollment, through 5/13/25: 628
Mental Health Awareness Month
On May 7, students and staff wore green to "Be Seen IN Green" to demonstrate support and unite in awareness, action, and community. Green demonstrated our commitment to eliminating stigma, being there for our friends and peers, and seeking mental health support for ourselves without shame.

School Record! Senior Wesner Archelus broke the school record in the 110 hurdles; 14:38

Upcoming Dates:
Senior activities:
Thursday, May 1; Decision Day and Senior Breakfast
Monday, May 12; Senior Field Day, block 4
Friday, May 16; Last Day of Classes and Picnic
Monday, May 19 to Thursday, May 22; Senior Final Exams
Tuesday, May 27: Senior Prom
Thursday, May 29: Graduation Rehearsal, 8:30 a.m.
Thursday, May 29: Senior Awards Night, 6pm
Friday, May 30: Senior Assembly and Senior Stroll
Saturday, May 31: Graduation

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

CURRENT ENROLLMENT:	SCHOOL CHOICE:
Grade 7 - 207	Grade 7 - 9
Grade 8 - 197	Grade 8 - 17
TOTAL: 404	TOTAL: 26

SCHOOLWIDE EVENTS:
On Friday, May 9 students and staff supported Mental Health Awareness Month by wearing green. Promoting awareness reduces stigma and supports early intervention, leading to healthier/more supporting communities.

SURVIVAL/S.C.O.P.E. WEEK:
Survival will take place from Sunday, June 1 through Saturday, June 7, 2025
S.C.O.P.E. will take place Monday through Friday - June 2 through June 6, 2025

BEFORE AND AFTER SCHOOL STUDENT ACTIVITIES OFFERED:
Jazz Band - Full Year (Director: Richard Laprise)
Student Affairs Committee - Full Year (Advisor: Lauren O'Brien)
GSA Club - Full Year - (Advisor: Julie Andrade)
Morning Basketball Games: Tues/Wed/Th - begins at 7:10am
Morning Football Games: Fridays - begins at 7:10am

RECENT EVENTS:
05/21/25 - Spring Concert/Art Exhibit

UPCOMING EVENTS:
5/27/25 - CAP Showcase @ 2:30pm - JHS Auditorium
5/29/25 - Grade 8 Dinner Dance
06/2/25 - Grade 6 Sippican Students Tour of JHS
06/3/25 - Grade 6 Rochester Memorial Students Tour of JHS
06/4/25 - Grade 6 Old Hammondtown Student Tour of JHS
06/10/25 - Grade 8 Promotion Ceremony
06/11/25 - Grade 8 Breakfast
NOTE: ALL OTHER EVENTS CAN BE FOUND ON THE WEEKLY SMORE

There was no student advisory council report this evening.

VII. School Committee
B. Committee Reports

Budget Subcommittee – Superintendent Nelson expressed his gratitude as all three towns supported the ORR budget at Town Meeting. Each town also approved the elementary budgets as proposed.
District Agreement Committee – no report.
Equity Subcommittee – Ms. Kearns reported they meet again in June.
Facilities Committee – Ms. Kearns reported they met on April 18th to discuss the field project. Superintendent Nelson added he will be looking early in the fall to discuss the building on the ORR campus.
Local School Committee- Ms. Nye reported Marion meets on June 2nd. Mr. Muse reported that Mattapoisett reconsidered school choice at their last meeting in part to the testaments of the ORR School Council rep at the last ORR meeting. Superintendent Nelson shared Rochester's last meeting they recognized Sharon Hartley.
Policy Subcommittee- Ms. McSweeny reported they met earlier today and Title IX revisions will be coming to Joint. They also discussed BAA and a draft of revisions will be reviewed at their next meeting.
SMEC – Ms. Bowman said their next meeting is May 29th.
Tri-Town Foundation Fund – Ms. McSweeny reported they met on May 20th to approve grant distributions and discussed how to boost presence of the fund throughout the community including sharing grants that were awarded.
MASC – Mr. Monteiro reported that he, Ms. Kearns and Ms. Duggan of the Rochester School Committee attended the Day on the Hill on May 6th to advocate with state representatives on topics such as better transportation reimbursement, updating Chapter 70 funding formulas and they plan to meet with representatives again in June.
Wellness Program Committee – Mr. Monteiro reported this was discussed earlier and will be starting in September.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for October 2, 2025 and the next Joint Meeting is June 12, 2025.

OPEN COMMENTS: Chairperson Smith read the following statement:
Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on sidewall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

There were no public comments.

X. Information Items
Recommendation:
That the School Committee review the District's Federal Award Reports for FY2024 and an invitation from Acushnet Public Schools regarding a High School Tuition Criteria Presentation.

MOTION to adjourn at 8:28 p.m.
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro

MOTION PASSED 7-0
ROLL CALL: Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

Respectfully Submitted,

Melissa Wilcox
Recording Secretary

Meeting Resources
Draft Minutes - Regular Meeting: March 27, 2025 – Budget Hearing, March 27, 2025 – School Choice Hearing and regular meeting and May 5, 2025
Draft Minutes - Executive Session: March 27, 2025, UE Negotiations: February 25, March 7 and March 10, 2025, and Instructional Assistant Negotiations: February 12, March 4, March 31 and April 14, 2025
Draft minutes - Facilities Subcommittee: April 18, 2025
Career Pathways Designation Letter
Career Pathways Informational Slide
FC 0436 Pathways Planning Grant
FC 422A Career Program Development Grant
Emma Whittaker Fund Grant
Clarinet Donation photo
Library Donation Forms
Galapagos Trip Brochure
Main Stadium Field Request Form
ORRHS Student Handbook Revisions
ORRJHS Student Handbook Revisions
SMEC FY26 LEASE
OpenSciEd Curriculum Adoption Presentation
ORRHS School Improvement Plan Update Information
ORRJHS School Improvement Plan Update Information
Portrait of the Graduate Update Slide
2025-2025 School Committee Calendar
HS Program of Studies Addition
Financial Report Memo FY25
Financial Report FY25
Warrant(s)
Food Service Report
Facilities Report
Superintendent’s Newsletter
Principal’s Report – HS
Principal’s Report – JHS

Student Handbook Changes for 2025-2026

GRADING SYSTEM (pg 21)

Achievement Marks:

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

SENIOR PRIVILEGE - DIRECTED STUDY RELEASE (pg 25)

Any student found assuming a senior study release privilege who did not receive prior approval will be subject to disciplinary measures.

To be eligible for the senior study release privilege starting second quarter of senior year, a student must have:

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

The criteria for senior study release privilege approval will be reviewed at the end of each quarter to be sure the student still qualifies, as listed above.

Athletes should review the Athletics policy pertaining to the senior study release privilege.

LIBRARY CODE OF CONDUCT (pg 38)

- Be responsibly self-governing
- The library will maintain an atmosphere conducive to reading and research.
- Talking will be kept to a minimum and at a low whisper.
- Students must be actively engaged in research or independent reading that is school related.
- Only water is allowed in the library.

- There is no food or drink allowed in the computer alcove.
- A limit of 4 students to a table.

Overdue Policy

- Books are loaned for 2 weeks.

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

Library Book Preference

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 the school's librarian with the exact title of the book and the author's full name. If no email is sent to opt out, your student will have full access to the variety of books available in the school library. Here is the link to the library book platform: https://orrhs.masscat.org/

Athletic Policies (pg 71)

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is $275 per student per sport with an individual cap of $700 and a family cap of $975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- Senior athletes are allowed to use an approved senior study release privilege during block 1 only. No block 4 release is allowed.

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: 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

In-school suspension is a disciplinary action that the Marion, Mattapoisett, Old Rochester, or Rochester School District utilizes as an alternative to short-term suspension and to restore acceptable student behavior. Situations and/or circumstances related to Student Discipline may result in the disciplinary action that includes in-school suspension. When applicable, restorative practices are utilized. Procedures have been developed to ensure that parent(s)/guardian(s) and students have due process afforded to them through a discipline hearing:

- It is the responsibility of the Principal to immediately notify the student of the disciplinary charge and to provide the opportunity to the student to dispute the allegations and to explain any circumstances prior to the decision to suspend in-house. If the Principal determines that the student did commit the disciplinary action, the student's in-house suspension must not exceed ten days cumulatively or consecutively in a school year. The student must be notified of the length of in-house suspension.

- The Principal must orally notify the parent(s) and/or guardian(s) of the disciplinary action, consequence, duration and reasons for concluding such consequence. Furthermore, the Principal should notify (at least two attempts) the parent(s) and/or guardian(s) of their right to meet and discuss the student's academic performance and behavior and ways to prevent further discipline, as soon as possible.

- The Principal will notify in writing, a notice of in-house suspension and offer a meeting to discuss the event and decision on the day of the suspension or as soon as possible.

- Educational services will be provided throughout the duration of any in-house suspension to ensure that a student can make academic progress, compared to all other students.

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.



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 of 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 ¾

Offenses: Any offense that is not addressed in 37H or 37H ½.

Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.
- Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.
- No student may be suspended for more than 90 school days in a school year.

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, 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 accused may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

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.

Protections for children not yet eligible for special education and related services

- A child who has not been determined to be eligible for special education and related services under this subchapter and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this subchapter if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- The ____ School District shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred:
    - the parent of the child has expressed concern in writing to the administration, or a teacher of the child, that the child is in need of special education and related services;
    - the parent of the child has requested an evaluation of the child; or
    - the teacher of the child, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the District.
- _____ School District shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.
- Conditions that apply if no basis of knowledge
    - In general, if the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.
    - Limitations: If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

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.

Old Rochester Regional Junior High School
Proposed Revisions to the Student Handbook Revisions

Black text represents content currently included in the handbook, provided for comparison.

Blue text highlights proposed changes to the existing content.

Red text indicates entirely new information we are recommending for inclusion.

ORRJHS Discipline (District Alignment) p. 9, pp. 17-38

Report Cards
Report Cards are issued after the end of each quarter for quarter long courses, semester for semester long courses and trimester for year long courses. The marking system used here at O.R.R.J.H.S. is clearly stated on the card itself, as well as in the "Marking System" section of this handbook. At the end of the second trimester, a "potential failure" list will be submitted to the principal, and letters will be sent home to parents/guardians/caregivers. Report Cards are posted in Powerschool. Hardcopies are emailed upon request. p. 6

RTI Mod
During RTI time students may be required to participate in academic intervention.. RTI sessions are scheduled with Powerschool Adaptive Scheduler. Students are expected to login to Adaptive Scheduler to check their RTI Mod schedule. Students are expected to go to their assigned session. If no intervention session is assigned, the student is expected to choose an extension to participate in.
p. 51

RTI Scheduling and Student Responsibility

During RTI (Response to Intervention) periods, students may be assigned to different teachers based on their individual learning needs. The school utilizes Adaptive Scheduler to manage these assignments. It is the student's responsibility to:

- Follow their assigned schedule as indicated in Adaptive Scheduler.
- Check their Adaptive Scheduler schedule daily to ensure they are aware of their assigned teacher and location for each RTI session.
- Attend all assigned RTI sessions promptly and prepared. P. 8

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Detention

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

Office Detention

Office Detention is a one-hour after-school session held from 2:10 PM to 3:10 PM. Its purpose is restorative, providing students with a structured opportunity to reflect on the choices that led to detention and to take responsibility for their actions in a meaningful way.

During detention, students will be expected to complete a Reflection Sheet, which encourages them to think critically about their behavior, its impact on others, and how they can make better choices moving forward. This reflection will be reviewed by school personnel, and may serve as the basis for follow-up conversations aimed at supporting student growth and accountability.

In addition to completing the reflection sheet, students are required to come prepared to read and write for the full hour. Quiet, independent work is expected throughout the detention period. If a student arrives unprepared or unwilling to engage in reading or writing, they will be asked to return on another day to complete an additional detention for not meeting expectations.

Office Detention is a space for learning, reflection, and improvement—and students are encouraged to treat it as an opportunity to reset and move forward positively. p. 14

Intervention Center

The Intervention Center is a short-term, in-school setting where students spend less than half a day reflecting on their behavior and completing classwork in a calm, focused environment. To support their growth, students may also receive targeted guidance from a school counselor related to the behavior that prompted their referral. This process encourages self-awareness, fosters personal development, and helps prevent repeated behaviors, enabling students to return to class better prepared to succeed. p. 14

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Search and Seizure

School Administration may search a student under their authority without a warrant or probable cause. A search is justified if there are reasonable grounds to suspect that it will reveal evidence that the student has violated or is violating the law or school rules.

School administrators can search the student, student's possessions, and/or school property assigned to a student under the following guidelines :

- There is reasonable suspicion to believe that the items are illegal, violate school rules, pose a health or safety hazard, or disrupt the educational process.
- Lockers are the property of the school and may be opened for inspection at any time. Whenever possible, such inspections will be conducted in the presence of the student and under the direction of a school administrator.
- When possible all searches will be conducted by an Administrator accompanied by another school official with respect for safety considerations and with the least possible disruption and intrusion.
- Parents/guardians/caregivers will be notified as soon as possible if a student is found in possession of an illegal item. Immediate safety of all students will take priority over parent/guardian notification.

Students suspected of possessing or being under the influence of a controlled substance, or of possessing materials dangerous or harmful to themselves or others, may be asked to empty their pockets and/or remove shoes and/or additional layers of clothing, to address the suspicion. Personal possessions may be searched.

School Administrators will seize harmful or dangerous items in a student's possession and the School Resource Officer (SRO) will be notified.

For ORRJHS to provide a safe and conducive learning environment for all students it may necessitate such actions. p. 43

Attendance, **Tardiness** & **Work Makeup Policy**
School Attendance
Excusal notes must be submitted to the school within ten school days of a student's return; otherwise, the absence will be permanently recorded as unexcused. The preferred method is to submit a note electronically through Powerschool. Handwritten notes are accepted in the front office. p. 44

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Beverages

To minimize spills and distractions and promote a healthy environment, students may only have plain water in classrooms. Water must be in a non-breakable, spill proof container. All other beverages are prohibited in classrooms and hallways. p. 46

Book Bags

Students are allowed to transport books and belongings to and from school in backpacks. During the course of the school day, however, these may not be carried from class to class. Students are allowed to go to their lockers at determined times during the day to store and obtain learning materials and belongings. Space limitations, security, as well as health and safety concerns make this policy necessary.

Book Bag Expectations

Your grade-level team will establish expectations for the contents and organization of your book bag, as well as guidelines for access during the school day. These will ensure you have necessary materials readily available and contribute to a focused learning environment. Please pay close attention to the information provided by your grade-level team. p. 46

Other Personal Electronic Devices

School issued Chromebooks ~~or personal devices (tablets, chromebooks, laptops)~~ are to be used for educational purposes only. Devices are not to be used for playing games, watching media or personal communication (i.e. text messaging). A student may not use a device for personal recording, videotaping or taking pictures. p. 47

Opt Out for 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://orrjhs.goalexandria.com/ p. 53

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

MA SUPERINTENDENCY UNION NO. 55

2024-2026 OLD ROCHESTER REGIONAL HIGH SCHOOL IMPROVEMENT PLAN

Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed

MISSION

District: The mission of our school system is to inspire all students to think, to learn, and to care.
At ORRHS, The Old Rochester Regional community works together to educate each person in a safe, challenging environment. As we prepare students for participation in society, we foster their academic and personal growth.

CORE VALUES

District: 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.

ORRHS:

Citizenship
Equity
Growth
Integrity
Resiliency

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 (District). Be on mission pursuing our vision while holding firm to our core values (ORRHS).

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	**1.2 Adopt and Implement a Curriculum Review Cycle** ● **Curriculum work in accordance with the identified Phases in the "2024 Curriculum Review Cycle Plan"**	1.2 Common Assessment Data is informing curriculum and instruction 1.3 The lived curriculum is affected by the review cycle. 1.4 Common assessment data analyzed to inform instruction 1.5 Additions and edits documented in Atlas Rubicon	1.2 Curriculum phases will be locked in by department

	1.3 Curriculum Leadership Team • **Instructional Council Curriculum Collaboration**	1.3 The lived curriculum is affected by the review cycle. 1.4 Common assessment data analyzed to inform instruction 1.5 Additions and edits documented in Atlas Rubicon	1.3 The Instructional Council will be the primary driver of curriculum progress
	1.4 Common Assessments • **PD-best practice Common Assessments practices** • Identify priority content based on	1.4 Common assessment data analyzed to inform instruction 1.5 Additions and edits documented in Atlas Rubicon	1.4 Common Assessment practices are informing instruction and curriculum in two core subjects

	CRC phase Implement best practices		
	1.5 Atlas Rubicon • **Update in alignment with CRC Phase**	1.5 Additions and edits documented in Atlas Rubicon	1.5 Atlas Rubicon will be an active resource in two core subjects

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#2: Teaching & Learning Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait	**2.1 Professional Development Plan** • **Provide input and feedback in the development of PD Plan** • **Dedicate time for PD** • **Provide consistent PD**	2.1 Active PD Plan	2.1 The HS PD will be in accordance with the District PD Plan
	2.2 Instructional Council • **Support teacher participation in the Instructional Council**	2.2 HS Department Coordinators and Admin members on the Instructional Council	2.2 The HS will have experienced representation on the Instructional Council

of the Graduate.	2.3 Professional Development SBC Instruction and Assessment ● Support the planning and development of PD for standards based curriculum, instruction and assessment	2.3 Classroom observations, Educator Goals, and Atlas documentation	2.3 The curriculum PD for HS staff will be relevant to the HS

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral,	3.1 Review, design, and expand systems of supports for all students ● Improve and implement the school DCAP	3.1 Annually updated DCAP Adjustments to practice for the Pathways Team	3.1 -The DCAP will be an active resource
and social emotional systems of support in all schools.	3.3 Professional Development to support implementation of systems of supports ● Provide school based PD ● Seek opportunities for District Level PD	3.3 PD learning goals are implemented in practice	3.3 Systems of Supports PD will have been offered on at least two PD days and two Staff Meetings

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that	**4.1 Implement approaches to teaching and discipline that promote the development of strong academic, and social skills for all students** ● **Expand Project 351 Playbook Program** ● **Improve and Adapt Mentor Program**	4.1 -Participation in Project 351 Playbook -Advisory Student Survey Results	4.1 -The Project 351 Playbook integrated into Advisory Review of survey results with action plan to improve and monitor increase in participation rate

promotes a sense of belonging for all school community members.	4.4 Utilized student voice, student engagement, and student leadership to guide and enhance the school learning environment ● Conduct Principal roundtables with a variety of students ● **Engage with the Junior Ambassadors and Project 351 students for input and feedback about the learning environment** ● **Recognize student excellence**	4.4 Changes made in response to student voice	4.4 Students will have a sense of ownership and belonging at the HS
	4.5 Professional Development tracking and improving student behavior. ● Provide PD and to improve upon behavior reporting system ● Improve upon behavior data reporting and analysis ● Engage in PD	4.5 Behavior Data will be analyzed to determine improvement to student behaviors	4.5 Student Behavior Data and reporting will inform PD and decision making to improve behavior

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	**5.1 Cyber security and Physical Safety PD** ● **Expand cyber security PD for staff** ● **Improve upon GoGuardian Use by staff** ● **Improve upon E-hall pass use Continue with ALICE instruction, practice and drills**	5.1 Usage Data and ALICE feedback response	5.1 -75% of Staff will be proficient in the use of GoGuardian -90% of Staff will employ -E-hall pass with fidelity. -ALICE Drills will be performed three times a year
	5.2 Annual review and audit of facility needs ● Seek input from staff ● Support audit ● Support identifying priorities	5.2 Input and Priorities provided in a timely manner and requested format	5.2 HS needs will be documented, prioritized, and reported in the annual facility review and audit, with staff input to support the process.

	5.3 Classroom Tech Plan - maintain equipment and infrastructure ● Support maintenance and refurbishment ● Improve upon tech ticket reporting ● Support development of replacement plans	5.3 Chromebook Plan	5.3 Chromebook Plan in place 90% of staff submit tech and maintenance requests with the ticketing system
	5.4 Long and short term capital plans for buildings and grounds ● **Provide input of needs and priorities**	5.4 Input and Priorities provided in a timely manner and requested format	5.4 The HS needs will be documented, prioritized, and reported for both long and short-term capital plans for buildings and grounds, with input provided on needs and priorities.
	5.5 Fiscally support the needed personnel, technology and resources to ensure a safe and effective learning environment ● **Actively engage with input, feedback, and priorities during the budget process**	5.5 Input and Priorities provided in a timely manner and requested format	5.5 HS needs for personnel, technology, and resources will be documented and prioritized to support a safe, effective learning environment, with active input during the budget process.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MA SUPERINTENDENCY UNION NO. 55

2024-2026 OLD ROCHESTER REGIONAL JUNIOR HIGH SCHOOL IMPROVEMENT PLAN

MISSION
District: The mission of our school system is to inspire all students to think, to learn, and to care. At ORRJHS, our mission is to educate, motivate and help students navigate a course into their future.
VISION
District: 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. ORRJHS: We educate: • Intellectually • Socially • Emotionally • Physically • Ethically We motivate: • by making education relevant • by providing opportunities for student talk and group work • by having students problem solve • by giving students choice • by providing students opportunities to have fun

- praising effort
- by being enthusiastic about a subject

We help navigate:

- by offering guidance during advisory
- by exploring career and college opportunities
- by working with students to help them make good decisions

CORE VALUES

District: 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.

ORRJHS: *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.

1. **Growth Mindset:** We believe in fostering a growth mindset where challenges are opportunities to learn, and perseverance leads to success.
2. **Social-Emotional Intelligence:** We value the development of social-emotional skills like cooperation, empathy, responsibility, and self-control.
3. **Academic Excellence:** We are committed to providing a rigorous and engaging curriculum that fosters critical thinking, problem-solving, and a love of learning. We differentiate instruction to meet individual needs and celebrate academic achievement while nurturing a growth mindset.
4. **Inclusive Community:** We create a safe and welcoming environment where all students feel valued and respected regardless of their background, identity, or ability.
5. **Empowered Learners:** We believe in fostering student agency and ownership of learning.
6. **Positive Partnerships:** We value strong collaboration between educators, families, and the community.

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.

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 (District).
Be on mission pursuing our vision while holding firm to our core values (ORRJHS).

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools. **#2: Teaching & Learning** Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.	1.1 Create a Portrait of a Graduate (POG) ● Develop a JH School Portrait of a Graduate that corresponds to the high school Portrait of a Graduate 2.4 Support District Wide POG ● Support implementation of the POG with dedicated time and resources	1.1 Creation of a POG Committee and a timeline of development that syncs with the elementary schools 2.4 Coordinated vertical alignment with high school and elementary schools	1.1 A partial draft of the JH POG that contains the draft definitions for the competency areas of student mastery 2.4 Draft JH POG is supported by the 6th grade competencies and indicators of success Draft JH POG prepares supports 9th grade competencies and indicators of success
	1.2 Adopt and Implement a Curriculum Review Cycle 1.3 Curriculum Leadership Team ● Instructional Council Curriculum Collaboration 2.2 Instructional Council ● Support teacher participation in the Instructional Council	1.2 Continue implementation of CRC 1.3 Roles, responsibilities, and purpose of the Department and Team leaders are clearly defined 2.2 JHS Teacher Leaders and Admin are active members of the Instructional Council	1.2 Curriculum phases will be locked in by department 1.3 The Instructional Council will be the primary driver of curriculum progress. 2.2 The JH will have experienced and trained representation on the Instructional Council
	1.4 Common Assessments ● Needs Assessment of Common Assessments practices ● PD in development and data analysis of common assessments	1.4 Needs assessment reports for ELA, Math, Social Studies, and Science Common Assessment implementation	1.4 Unit standards based common assessments are informing instruction and curriculum in ELA and Math

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
	1.5 Atlas Rubicon	1.5 JHS team leaders and department coordinators contribute to the curriculum management system needs assessment JHS team leaders and department coordinators increase their knowledge of Atlas tools capabilities. Teachers increase their capacity to utilize the curriculum management system	1.5 JHS teachers value and utilize the curriculum management system as a collaborative planning tool for teaching and learning
	2.3 Professional Development SBC (Standards Based Curriculum) Instruction and Assessment ● Support the planning and development of PD for standards based curriculum, instruction and assessment	2.3 JHS Teachers receive PD in UbD	2.3 Written curriculum according to UbD
	2.1 Professional Development Plan ● Provide input and feedback in the development of PD Plan ● Dedicate time for PD ● Provide consistent PD	2.1 Team Leaders and Department Coordinators continue to improve the PD planning process in Instructional Council	2.1 Annual PD plans implemented that support Vision 2028 and the ORRJHS SIP

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 Review, design, and expand systems of supports for all students • Improve and implement the school DCAP • Develop Pathways Team Operation	3.1 Annually updated DCAP Adjustments to practice for the Pathways Team - with documented expectations about process Adjust Pathways Team to the new building schedule Identify all current JHS Supports	3.1 The DCAP will be an active resource The Pathways Team will have clearly defined working parameters and positively impact students receiving support
	3.2 Revise, design, and expand, intervention systems of support for small groups and individuals • Continuous Improvement Model for the Pathways Team	3.2 SEL and Behavior Interventions incorporated into the Pathways Team operations	3.2 The Pathways Team will have evidence of including SEL and Behavior supports in their procedures and protocols
	3.3 Professional Development to support implementation of systems of supports • Provide school based PD • Seek opportunities for District Level PD	3.3 PD on JHS Systems of Support provided to Staff	3.3 Systems of Supports PD will have been offered at four Staff Meetings
	3.4 Systematic Data Collection and screenings for behavioral and social/emotional needs. • Implement data collection and screening tools to identify SEL and behavior support needs	3.4 SEL and Behavior Screening tools are researched and pilots chosen	3.4 Pilot an SEL and Behavior screening tool
	3.5 Systems support to ensure successful grade level transitions. Academic, Social, Emotional & Behavioral Learning Needs • Develop a Transition Program that prepares students to enter the JHS and move on to the high school.	3.5 Transition communication protocols and procedures in practice	3.5 A completed draft of the JHS transition plans

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	4.1 Implement approaches to teaching and discipline that promote the development of strong academic, and social skills for all students • Expand Project 351 Playbook Program • Improve and Adapt Advisory Program • Improve upon Responsive Classroom techniques	4.1 Participation Rate in Project 351 Playbook -Advisory Student Survey Results -RC Kaleidoscope and Self Assessment Tool Results	4.1 -Parts of The Responsive Classroom and Character Counts SEL curriculums piloted -The Project 351 Playbook integrated into Advisory -The Responsive Classroom approach to discipline will be evident in the classrooms of trained staff
	4.2 Develop a unified brand of the school system and community • Support the development of a brand with input from the JH	4.2 Brand Recognition at the JH	4.2 The JH Brand will be in draft form
	4.3 Develop a communication plan • Publish weekly Navigator newsletter • Support ORR Connect App • Regularly publish press releases	4.3 Engagement Data	4.3 Demonstrated consistent readership of The Navigator Newsletter
	4.4 Utilized student voice, student engagement, and student leadership to guide and enhance the school learning environment • Conduct Principal roundtables with a variety of students • Engage with the Junior Ambassadors and Project 351 students for input and feedback about their learning environment • Recognize student excellence	4.4 Develop a plan for necessary changes that incorporates and responds to student voice	4.4 Students will have a sense of ownership and belonging at the JH

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
	4.5 Professional Development tracking and improving student behavior. • Provide and engage in PD to improve upon behavior reporting system • Improve upon behavior data reporting and analysis	4.5 Behavior Data Analysis	4.5 Student Behavior Data will inform decision making

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 Cyber security and Physical Safety PD • Expand cyber security PD for staff • Improve upon GoGuardian Use by staff • Improve upon E-hall pass use Continue with ALICE instruction, practice and drills	5.1 Usage Data and ALICE feedback response	5.1 -75% of Staff will be proficient in the use of GoGuardian -90% of Staff will employ Securely Pass -ALICE Drills will be performed three times a year
	5.2 Annual review and audit of facility needs • Seek input from staff • Support audit • Support identifying priorities	5.2 Input and Priorities provided in a timely manner and requested format	5.2 The needs of the JH will be documented, prioritized, and reported
	5.3 Classroom Tech Plan - maintain equipment and infrastructure • Improve upon chromebook care and distribution • Support maintenance and refurbishment • Improve upon tech ticket reporting • Support development of replacement plans	5.3 Chromebook Plan Ticketing System Success	5.3 Chromebook Plan in place 90% of staff submit tech and maintenance requests with the ticketing system

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
	5.4 Long and short term capital plans for buildings and grounds • Provide input of needs and priorities	5.4 Input and Priorities provided in a timely manner and requested format	5.4 The needs of the JH will be documented, prioritized, and reported
	5.5 Fiscally support the needed personnel, technology and resources to ensure a safe and effective learning environment • Actively engage with input, feedback, and priorities during the budget process	5.5 Input and Priorities provided in a timely manner and requested format	5.5 The needs of the JH will be documented, prioritized, and reported

REVISED 5.21.25

OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING
Marion – Mattapoisett - Rochester, Massachusetts
May 22, 2025 at 6:00pm

Hybrid Format
Zoom LINK:
https://oldrochester-org.zoom.us/j/92931925429?pwd=QaYzIbTeg9Y3RwqQrLBe2735oAO7bk.1
Meeting ID: 929 3192 5429
Passcode: 269294

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.

MEETING TO ORDER
RECOGNITION
XI. Executive Session
I. Approval of Minutes
- **A. Regular Meeting: March 27, 2025 – Budget Hearing, March 27, 2025 – School Choice Hearing and regular meeting and May 5, 2025**
- **B. Executive Session: March 27, 2025, UE Negotiations: February 25, March 7 and March 10, 2025, and Instructional Assistant Negotiations: February 12, March 4, March 31 and April 14, 2025**
- C. Budget Subcommittee
- **D. Facilities Subcommittee: April 18, 2025**

II. Consent Agenda
III. Agenda Items Pending
IV. Special Topic Report
V. General
- **A. Approval of Memorandum of Agreement(s)**
- **B. Innovation Career Pathways Designation Overview**
- **C. Approval of Grant(s)**
- **D. Approval of Donation(s)**
- **E. Approval of Foreign Travel**
- **F. Approval of Main Stadium Field Use**
- **G. Approval of 2025-2026 Student Handbook(s)**
- **H. Approval of Leases for the 2025-2026 School Year**
- **I. Approval of OpenSciEd Science Curriculum**
- **J. School Improvement Plan Update**
- **K. Portrait of the Graduate Update**
- **L. Approval of 2025-2026 School Committee Dates**
- **M. Approval of Program of Studies Addition**

VI. New Business
- A. Policy Review
- B. Curriculum
- **C. Business**
  - **1. Financial Report**
  - **2. Record of Warrant(s)**
  - **3. Food Service Report**
  - **4. Facilities Report**
  - 5. Budget Transfers
- **D. Personnel**

VI. Unfinished Business
CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT
PRINCIPALS' REPORTS
STUDENT ADVISORY COUNCIL REPORT

VII. School Committee

A. Reorganization

B. Committee Reports

1. Budget Subcommittee

2. District Agreement Committee

3. Equity Subcommittee

4. Facilities Committee

5. Local School Committee

6. Policy Subcommittee

7. SMEC

8. Tri-Town Education Foundation Fund

9. MASC

10. District Wellness Committee

VIII. Future Business

A. Timeline

B. Future Agenda Items

IX. Open Comments

X. Information Items

ADJOURNMENT

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
Marion – Mattapoisett – Rochester, Massachusetts

TO: Old Rochester Regional District School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: May 20, 2025
SUBJECT: Agenda Items

The following items are on the agenda of May 22, 2025.

RECOGNITION
That the school committee recognize the following students; student athlete Wesner Archelus for his new school record in the 110M Hurdles and the Unified Basketball Team for another undefeated season.

That the school committee recognize the following retirees; Angie Vaughn – Music/Chorus Teacher, Deborah Martin – Paraprofessional, Suzanne Modlowski – Paraprofessional, Steven Eldridge – Custodian and Yvette Randall – Cafeteria Staff.

That the school committee recognize Rosemary Bowman for her service as an ORR School Committee member.

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

I. Approval of Minutes

A. Regular Meeting
Recommendation
That the School Committee review for approval the minutes of March 27, 2025 – Budget Hearing, March 27, 2025 – School Choice Hearing and regular meeting and May 5, 2025. Please refer to "ORRSC 052222025 March Minutes - Budget", "ORRSC 052222025 March Minutes – School Choice", and "ORRSC 052222025 May Minutes".

B. Executive Session Meeting
Recommendation
That the School Committee review for approval the minutes of March 27, 2025, UE Negotiations: February 25, March 7 and March 10, 2025, and Instructional Assistant Negotiations: February 12, March 4, March 31 and April 14, 2025.

D. Facilities Subcommittee Meeting
Recommendation
That the School Committee review for approval the minutes of April 18, 2025. Please refer to "ORRSC 05222025 Facilities – April".

V. General

A. Approval of Memorandum of Agreement(s)
Recommendation:
That the School Committee review Memorandum of Agreement(s) between the Old Rochester Regional School Committee and the United Electrical, Radio and Machine Workers of America, Local 248 and the Old Rochester Regional School Committee and the Old Rochester Instructional Assistants Association.

B. Innovation Career Pathways Designation Overview
Recommendation:
That the School Committee hear an overview of the Innovation Career Pathways Designation from administration. Please refer to "ORRSC 05222025 Innovation Career Pathways".

C. Approval of Grant(s)

Recommendation:

That the School Committee review the following:

- Fund Code 0436 – Round 3 Innovation Career Pathways Planning Grant in the amount of $15,000 from DESE. Please refer to "ORRSC 05222025 FC0436 Career Pathways Grant".
- Fund Code 422A – Career Connected Learning Program Development Grant in the amount of $35,000 from DESE. Please refer to "ORRSC 05222025 FC 422A Career Program Development Grant".
- $500 from the Emma Whittaker Fund of the SouthCoast Community Foundation to ORRSD for the ORR Cares Program. Please refer to "ORRSC 05222025 Emma Whittaker Fund Donation".

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations;

- A clarinet from community member Jeannie Sheets for the ORRJHS Music Program.
- A donation to the ORRHS library from Peter A. Silva, alumni, of the ORR Yearbook from 1963.
- A donation to the ORRHS library from Hank Pierce in honor of his father Kenneth Peirce (former JHS teacher) of ORR Yearbooks from 1976, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987 and 1988.

E. Approval of Foreign Travel

Recommendation:

That the School Committee review for approval a trip to the Galapagos Islands for April 17-25, 2026. Please refer to "ORRSC 05222025 Galapagos Trip".

F. Approval of Main Stadium Field Use

Recommendation:

That the School Committee review the request from the Old Rochester Youth Football for three to four game days in September or October with five games per day on the Main Purpose Field. Please refer to "ORRSC 052222025 Main Stadium request" and "ORRSC 052222025 Building Use Policy".

G. Approval of 2025-2026 Student Handbook(s)

Recommendation:

That the School Committee review the Student Handbooks for the 2025-2026 school year. Please refer to "ORRSC 05222025 JHS Handbook" and "ORRSC 05222025 HS Handbook".

H. Approval of Leases for the 2025-2026 School Year

Recommendation:

That the School Committee review the SMEC leases for the 2025-2026 school year. Please refer to "ORRSC 05222025 SMEC lease".

I. Approval of OpenSciEd Science Curriculum

Recommendation:

That the School Committee review the adoption of OpenSciEd Science Curriculum. Please refer to "ORRSC 05222025

J. School Improvement Plan Update

Recommendation:

That the School Committee hear an update from administration on the School Improvement Plans in the High School and Junior High School.

K. Portrait of the Graduate Update

Recommendation:

That the School Committee hear an update from administration on the Portrait of the Graduate work in the districts.

L. Approval of 2025-2026 School Committee Dates

Recommendation:

That the School Committee review the following dates: October 2, 2025, November 20, 2025, January 15, 2026, March 26, 2026, April 30, 2026 and June 4, 2026. Please refer to "ORRSC 05222025 School Committee Calendar Draft".

M. Approval of Program of Studies Addition

Recommendation:

That the School Committee review an additional course for the 2025-2026 High School Program of Studies. Please refer to "ORRSC 05222025 Program of Studies addition".

VI. New Business

C. Business

1. Financial Report

Recommendation

That the School Committee hear a report. Please refer to "ORRSC 052222025 Financial Memo".

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) from March 26, 27, 28, April 7, 10, 17, 23, 24, May 5 and 7, 2025. Please refer to "ORRSC 052222025 Warrant(s)".

3. Food Service Report

Recommendation

That the School Committee hear a report. Please refer to "ORRSC 052222025 Food Service Report".

4. Facilities Report

Recommendation

That the School Committee hear a report. Please refer to "ORRSC 052222025 Facilities Report".

D. Personnel

Brian Kenneson was hired as an instructional assistant, Monique Moniz was hired as a cafeteria worker and Ronald Kingsley was hired as a custodian. Sue Cunningham, Human Resources Manager and Kim Read, Administrative Assistant to the Office of Teaching and Learning, have resigned from their positions.

VIII. Future Business

A. Timeline

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

ORR School Committee	**Joint School Committee**
October 2, 2025 *Tentative*	June 12, 2025

B. Future Agenda Items

- School Committee reorganization (September)
- MCAS Results report (November/December)
- Review of high school program of studies changes (January)
- School Choice Public Hearing (January)
- Initial budget review (February)
- Budget Approval Public Hearing (March)
- Approval of leases (June)

X. Information

Recommendation:

That the School Committee review the District's Federal Award Reports for FY2024 and an invitation from Acushnet Public Schools regarding a High School Tuition Criteria Presentation. Please refer to "ORRSC 052222025 ORR Single Audit 24" and "ORRSC 05222025 Acushnet letter".

If you have any questions regarding any of these recommendations, please feel free to call me.

OLD ROCHESTER REGIONAL SCHOOL COMMITTEE
March 27, 2025 at 5:30 p.m.
Marion – Mattapoisett – Rochester, Massachusetts
Budget Hearing
REGULAR MEETING MINUTES

Members Present: Michelle Smith, Chairperson (in-person), Rosemary Bowman (remote), Frances-Feliz Kearns (in-person), Margaret McSweeny (in-person), Matthew Monteiro (in-person), James Muse (in-person) April Nye (remote), Robin Rounseville (in-person) and Joseph Pires (in-person).

Members Absent: None

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

Meeting was called to order at 5:37 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

FY26 BUDGET PUBLIC HEARING
Chairperson Smith opened the public hearing at 5:44pm.
Superintendent Nelson thanked Mr. Monteiro, Mr. Muse and Ms. Smith for their work on the Budget Subcommittee. He explained that as the committee is already aware, this has been a difficult budget season with the impact of rising costs and the impact of inflation on the budget. The budget drivers include health insurance obligations for current employees and retirees, along with Plymouth County Retirement obligations, salary obligations, utilities and transportation expenses. Superintendent Nelson continued that the district remains in 'hold harmless' status as does over 200 out of about 300 districts in the State. This means that the district is receiving the minimum state aid based off the current Chapter 70 formulas and the limited revenue streams are not keeping up with the rise in the cost of doing business for the school, therefor creating serious fiscal sustainability issues. He added that this week, the PPA rates for the next year were made available, which brought down this proposed budget by $146,000.

Mr. Barber presented the proposed FY26 budget. He thanked the staff and administration for their feedback and input on building the budget. He also thanked the town officials and finance committees for the feedback and collaboration through the preparation of this budget.

Mr. Barber shared the vision for the schools:

- 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.

He then discussed the core values for the schools:
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.

Mr. Barber explained the administration and budget subcommittee worked to create a budget the supports the following priorities:

- Districts alignment to the five year strategic plan
- Ensuring high expectations of teaching and learning for all students
- Efficiency and cost-effectiveness measures
- Strategic staffing and professional development
- Data-driven decision-making

Mr. Barber reviewed the budget development process, which primarily takes place from October through May each year.

Preparation and Planning:
Superintendent, school administrators and other stakeholders analyze past budgets, assess current financial status and set budgetary goals for the upcoming fiscal year.

Budget Proposal Creation:
Based on the planning stage, a preliminary budget proposal is developed. This proposal outlines anticipated revenues, expenditures and allocations for different programs and departments.
The budget proposal may include funding for personnel salaries, benefits, instructional materials, technology, facilities maintenance, transportation and other operational costs.

Budget Review and Revision:
The preliminary budget proposal(s) undergoes a thorough review by school administrators and budget subcommittee.
Adjustments and revisions are made based on feedback, financial constraints and any changes in priorities or mandates.

Input and Hearings:
Superintendent holds meetings where the school's Budget Subcommittee, Town Administrator and Town Representatives can provide input, ask questions and provide feedback about the budget proposal. Feedback from the attendees may influence further revisions to the budget.

School Committee Budget Approval:
After incorporating feedback and making necessary adjustments, the final Superintendent's Budget proposal is presented to the School Committee and community at a Budget Public Hearing for approval. The School

Committee reviews the budget, conducts discussions and may vote to approve or make additional changes before finalizing the budget.

Final Budget Approval:

Once the budget is approved by the School Committee, the School Committee's Proposed Budget is presented at the Annual Town Meeting. The Superintendent or designated representative attends the Annual Town Meeting to offer any additional information in support of the School Committee's Proposed Budget.

Next, Mr. Barber reviewed the four areas of the financial overview:

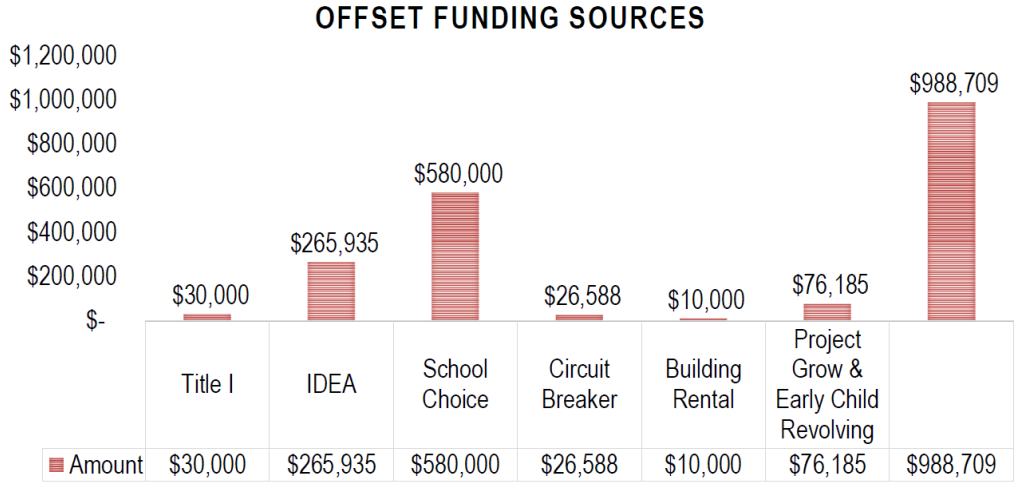
- Grants and Other Special Revenues
- General Funds
- BAN Funds
- Capital Stabilization

Mr. Barber explained that grants and other special revenues are alternative funding used to supplement and reduce necessary general funds. He explained the funding offsets shown below by building or department.

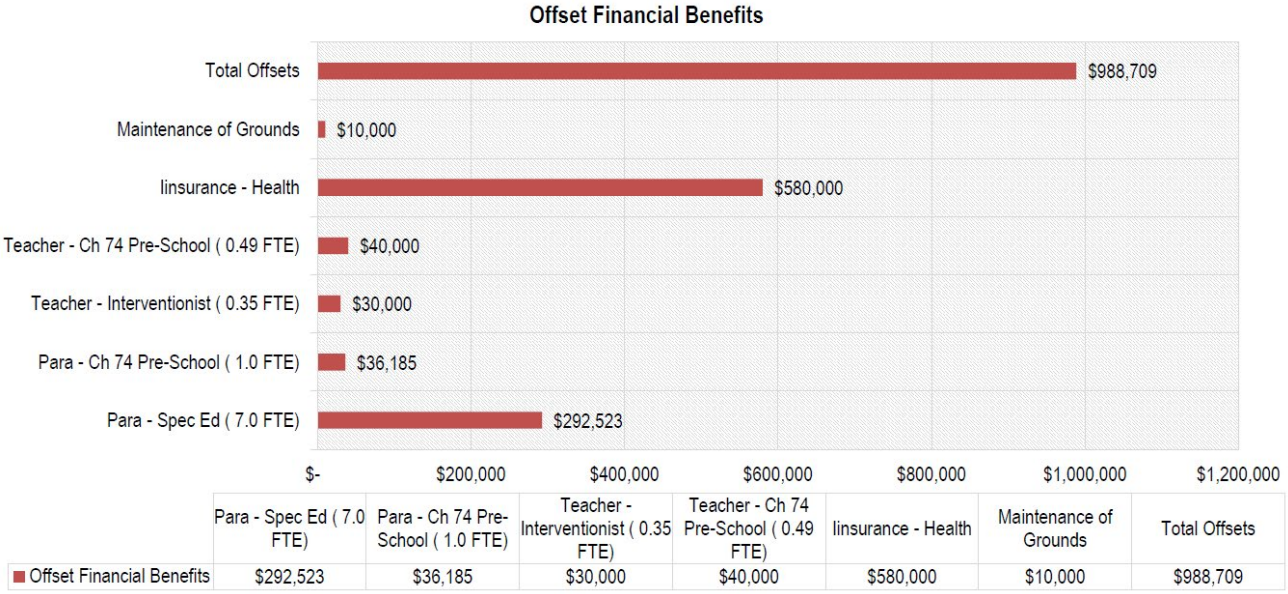
Old Rochester Regional School District
Superintendent's Proposed Budget
for June 30, 2026

School and / or Department	Financial Offsets
Old Rochester Junior High	$ 140,414
Old Rochester High School	$ 258,294
Central Office	$ 580,000
Facilities	$ 10,000
Total FY26 Budget	$ 988,709

Next, Mr. Barber reviewed the sources of the grants and other special revenues as shown below.



Superintendent Nelson explained that special education expenses at ORR are reflected in the elementary district budgets due to the parameters set in the Regional Agreement with the towns. Then, Mr. Barber explained where these funds are used as shown below.



Next, Mr. Barber reviewed the general funds, which is the primary source of funding for academics, athletics, student services, facilities, technology and transportation. He showed the amounts of the budget based on these budgetary groups.

Old Rochester Regional School District
Superintendent's Proposed Budget
for June 30, 2026

School and / or Department	District Budget
Old Rochester Junior High	$ 5,268,271
Old Rochester High School	$ 7,658,188
Athletic Department	$ 385,735
Central Office	$ 4,937,469
Student Services	$ 394,768
Facilities	$ 1,899,767
Technology	$ 416,392
Transportation	$ 930,760
Total FY26 Budget	**$ 21,891,349**
Total FY25 Budget	$ 20,902,029
	$ 989,320
	4.73%

A comparison of the general funds from FY25 to the proposed FY26 budget was presented.

Old Rochester Regional School District
Superintendent's Proposed Budget
for June 30, 2026

School and / or Department	Fiscal Year 2026	Fiscal Year 2025	Department Changes
Old Rochester Junior High	$ 5,268,271	$ 4,883,207	$ 385,064
Old Rochester High School	$ 7,658,188	$ 7,531,980	$ 126,208
Athletic Department	$ 385,735	$ 339,873	$ 45,862
Central Office	$ 4,937,469	$ 4,696,712	$ 240,757
Student Services	$ 394,768	$ 367,588	$ 27,180
Facilities	$ 1,899,767	$ 1,799,616	$ 100,151
Technology	$ 416,392	$ 389,933	$ 26,459
Transportation	$ 930,760	$ 893,120	$ 37,640
Total ORR General Funds	**$ 21,891,349**	**$ 20,902,029**	**$ 989,320**

Next, Mr. Barber provided a financial overview of Bond and BAN funds.

- **Bond**
  - Typically a long-term financial instrument used to raise funds for capital projects like building new schools or renovating existing facilities.
  - Investors purchase bonds, and the issuer (in this case, the public school department) repays the principal amount along with interest over time.
  - Bonds often require voter approval and may have specific restrictions on how the funds can be used.
- **BAN (Bond Anticipation Note)**:
  - Short-term debt instrument used to bridge the gap between immediate funding needs and the issuance of long-term bonds.
  - BANs are usually issued with the expectation that they will be paid off using proceeds from future bond sales.
  - They are often used for temporary funding needs such as pre-construction costs or equipment purchases before the full bond amount is available.

Mr. Barber reviewed the funding as shown below and reminded the School Committee that FY25 was the final year for the current long-term bond principal and interest so this budget reflects the removal of Bond funds.

Old Rochester Regional School District
Superintendent's Proposed Budget
for June 30, 2026

Debt Liability	2026	2025	Variance	Notes
Long Term Bond Principle	**$ -**	$ 593,479.00	$ (593,479.00)	**Debt paid in full Feb, 2025**
Long Term BANS Principle	$ 45,000.00	$ 45,000.00	$ -	
Long Term Bond Interest	**$ -**	$ 12,400.00	$ (12,400.00)	**Debt paid in full Feb, 2025**
Long Term BANS Principle	$ 12,119.00	$ 10,566.00	$ 1,553.00	
Total Debt Liabilities	$ 57,119.00	$ 661,445.00	$ (604,326.00)	

Next, Mr. Barber reviewed Capital Stabilization.
Usage Restrictions:
Strictly reserved for capital expenditures such as building renovations, infrastructure upgrades, and technology investments, *not for operational or reoccurring expenses*.
Financial Management:
Managed with a long-term perspective, employing strategies like investments to grow the fund while maintaining liquidity for future projects.
Benefits:
Provides financial stability for planned capital projects, flexibility for unforeseen infrastructure challenges, and the ability to fund larger-scale improvements without relying solely on immediate budget allocations.

Mr. Barber reviewed the below assessment based on a five-year enrollment average.

FY 2026 Assessment Summary		Capital Stabilization
Marion	$	31,435
Mattapoisett	$	35,170
Rochester	$	33,395
Total	$	100,000

FY 2025 Assessment Summary		Capital Stabilization
Marion	$	30,920
Mattapoisett	$	35,520
Rochester	$	33,560
Total	$	100,000

Changes		Capital Stabilization	Stabilization
Marion	$	515	1.638%
Mattapoisett	$	(350)	-0.995%
Rochester	$	(165)	-0.494%
Total	$	0	

The Capital Stabilization Account was established by a public school district to reserve money specifically for major capital projects and expenses beyond the regular operating budget. The account is funded through appropriations from the district's budget, surplus funds, allocations from governments or a portion of proceeds from long-term financing like bond issuance. Superintendent Nelson added that this is established at ORR again as part of the Regional Agreement. At the elementary districts, capital plans are submitted directly to the towns annually.

Then, Mr. Barber shared a summary by department of the combined totals of general funds, debt and capitalization.

Department Code	Department	Proposed Fiscal Year 2026 Budget	Approved Fiscal Year 2025 Budget	Budget Variance
001	School Committee	$ 106,100	$ 101,600	$ 4,500
004	Superintendents Office	$ 743,348	$ 729,038	$ 14,311
007	School Administration	$ 1,175,949	$ 1,142,544	$ 33,406
010	Preschool	$ 353,486	$ 335,152	$ 18,334
016	Art	$ 315,236	$ 303,428	$ 11,808
024	Ell Program	$ 30,548	$ 29,181	$ 1,367
025	English	$ 1,392,074	$ 1,348,346	$ 43,728
027	World Languages	$ 846,851	$ 830,125	$ 16,726
028	Guidance	$ 656,756	$ 642,722	$ 14,034
037	Mathematics	$ 1,156,987	$ 1,146,431	$ 10,556
040	Media Services	$ 219,590	$ 206,587	$ 13,003
043	Music	$ 238,969	$ 256,307	$ (17,338)
049	Physical Education	$ 456,212	$ 452,953	$ 3,259
052	Science-Technology Program	$ 1,611,614	$ 1,600,756	$ 10,858
055	Social Studies	$ 1,217,398	$ 1,081,148	$ 136,250
058	Extra Curricular	$ 104,250	$ 102,236	$ 2,013
061	Curriculum/Professional Devel	$ 12,700	$ 4,700	$ 8,000
067	Program For The Gifted	$ 5,500	$ 5,500	$ -
070	Athletics	$ 399,060	$ 353,123	$ 45,937
076	Health Services	$ 198,220	$ 186,281	$ 11,939
079	Transportation	$ 785,000	$ 765,000	$ 20,000
085	Miscellaneous	$ 45,850	$ 39,850	$ 6,000
088	Operation & Maintenance	$ 1,899,767	$ 1,799,616	$ 100,151
091	Fixed Charges	$ 4,227,222	$ 3,975,500	$ 251,722
093	Technology Lab	$ 416,392	$ 389,933	$ 26,459
100	Special Educ Administration	$ 139,018	$ 132,838	$ 6,180
103	Learning Support Center 1 Shs	$ 1,166,314	$ 1,077,726	$ 88,588
106	Individual Services Program	$ 77,225	$ 79,376	$ (2,151)
109	Learning Support Center 2 Jhs	$ 577,702	$ 541,066	$ 36,636
112	Individual Services Program Jhs	$ 304,456	$ 266,947	$ 37,509
118	Speech	$ 110,327	$ 107,134	$ 3,193
121	Support Services	$ 308,755	$ 292,948	$ 15,807
124	Home Tutor	$ 10,000	$ 8,000	$ 2,000
127	Psychological Services	$ 422,314	$ 438,419	$ (16,105)
130	Sped Pupil Transportation	$ 145,760	$ 123,120	$ 22,640
133	Sped Program With Others	$ 14,400	$ 6,400	$ 8,000
500	Debt Serv Capital Short Term	$ 57,119	$ 661,445	$ (604,326)
707	Capital Improvement	$ 100,000	$ 100,000	$ -
	Totals	**$ 22,048,468**	**$ 21,663,474**	**$ 384,994**

In the next part of the presentation, Mr. Barber reviewed the significant changes to the FY26 proposed budget.

Old Rochester Regional School District
Superintendent's Proposed Budget
for June 30, 2026

School and / or Department	Fiscal Year 2026	Fiscal Year 2025	Department Changes	Notes
Old Rochester Junior High	$ 5,268,271	$ 4,883,207	$ 385,064	Union Contract Compensation
Old Rochester High School	$ 7,658,188	$ 7,531,980	$ 126,208	Union Contract Compensation
Athletic Department	$ 385,735	$ 339,873	$ 45,862	Union Contract Coaching Positions
Central Office	$ 4,937,469	$ 4,696,712	$ 240,757	Plymouth County Retirement and Insurance
Student Services	$ 394,768	$ 367,588	$ 27,180	Immaterial - No Changes
Facilities	$ 1,899,767	$ 1,799,616	$ 100,151	Budgetary Replacement of FTE
Technology	$ 416,392	$ 389,933	$ 26,459	Immaterial - No Changes
Transportation	$ 930,760	$ 893,120	$ 37,640	Regular & Special Ed Bus Contracts
Total ORR General Funds	**$ 21,891,349**	**$ 20,902,029**	**$ 989,320**	**4.73%**

For the Junior and Senior High Schools:

- Staffing
    - Annual Increases Based on Negotiated Contracts
    - Advancement of Positions
    - Net $497,000 Increase
- Retiree Payout Costs
    - Net $22,000 Increase

Mr. Devoll added that at the high school the there are two changes related to staffing. There was a retirement mid-year in the Science department, which will not be refilled and has been reduced in this proposed budget. Also in this proposed budget is combing two part-time Latin positions to one full-time position next year, which nets a reduction of .2FTE.

Mr. Coellner said there are two new retirees at the junior high school for the end of the year that were not previously known during the budget season. The music teacher position will be refilled. Superintendent Nelson added that these were very serious conversations throughout the budget season about 'right sizing' based on class schedules and student enrollment, looking at every department and areas that would not affect staffing, like professional development, technology, etc.

For the OR Athletic Department:

- Union Contract Agreement
- Coaching Stipends
    - Fall Programs
    - Winter Programs
    - Spring Programs
    - Net $46,000 Increase

Pension, Benefits and Insurance:

- Plymouth County Retirement
    - $146,000 Increase
- Property & Campus Insurance
    - $142,000 Increase

Facilities:

- Utilities, Services and Contracts
    - $101,000 Increase

Transportation:

- Regular Day Transportation
  - Second of three year bus contract
  - $15,000 Increase
- Special Needs Transportation
  - Placement and Route Changes
  - $23,000 Increase

Next, Mr. Barber reviewed the Governor's Proposed Budget Chapter 70 aid as shown below. Fiscal Year 2026 has a state Chapter 70 aid increase of $71,850 or 2.01% above Fiscal Year 2025.

Comparison to FY25

	FY25	FY26	Change	Pct Chg
Enrollment	949	958	9	0.95%
Foundation budget	13,306,822	14,030,213	723,392	5.44%
Required district contribution	10,043,860	10,781,799	737,939	7.35%
Chapter 70 aid	**3,567,021**	**3,638,871**	71,850	2.01%
Required net school spending (NSS)	13,610,881	14,420,670	809,789	5.95%
Target aid share	20.41%	18.59%		
C70 % of foundation	26.81%	25.94%		
Required NSS % of foundation	102.28%	102.78%		

Then he reviewed the minimum local contribution which are the values indicated by the State that each Town must contribute at a minimum.

740 Old Rochester

		Foundation Enrollment in Regional District			Required Minimum Contribution to Regional District		
LEA	Member	FY25	FY26	Change	FY25	FY26	Change
	Total	**949**	**958**	**9**	**10,043,860**	**10,781,799**	**737,939**
169	Marion	306	311	5	3,321,708	3,602,042	280,334
173	Mattapoisett	331	326	-5	3,829,041	3,938,858	109,817
250	Rochester	312	321	9	2,893,111	3,240,899	347,788

[redacted]

Factors Used by State to Determine MLC

- Enrollment
- Wage Adjustment Factor
- Inflation
- Property Value
- Income
- Municipal Revenue Growth Factor

[redacted]

The last part of the presentation, Mr. Barber reviewed the regional agreement assessment.

Calculations per Regional Agreement Effective for FY2026 ORRSD Operation Budget

	Enrollment				Percentage			
	Marion	Mattapoisett	Rochester	Total	Marion	Mattapoisett	Rochester	Total
Operating Budget - 3 Year Average								
10/1/2024	306	325	316	947	0.3231	0.3432	0.3337	100%
10/1/2023	306	332	313	951	0.3218	0.3491	0.3291	100%
10/1/2022	310	332	336	978	0.3170	0.3395	0.3436	100%
	922	989	965	2876	0.9619	1.0318	1.0064	300%
					32.058%	**34.388%**	**33.554%**	**100.000%**
Capitalization - 5 Year Average								
10/1/2024	306	325	316	947	0.3231	0.3432	0.3337	100%
10/1/2023	306	332	313	951	0.3218	0.3491	0.3291	100%
10/1/2022	310	332	336	978	0.3170	0.3395	0.3436	100%
10/1/2021	305	352	331	988	0.3087	0.3563	0.3350	100%
10/1/2020	313	382	340	1035	0.3024	0.3691	0.3285	100%
	1540	1723	1636	4899	1.5730	1.75712095	1.6698935	500%
					31.435%	**35.170%**	**33.395%**	**100.000%**

Elementary School % of District Wide					
Marion	Mattapoisett	Rochester	Total		
0.16088328	0.1745531	0.16456362	50.000%	30.923%	35.521%	33.555%	**FY2026 %'s**
				1.135%	-1.133%	-0.002%	**Change**

The assessment summary below was explained showing allocation to each Town.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
FY2026 PROPOSED STATUTORY ASSESSMENTS
OPERATIONS AND MAINTENANCE

			$ 22,048,468	Proposed
			(100,000)	Stabilization
			(57,119)	Debt (Bond & BAN)
Proposed FY 26 Budget (Net School Spending Categories no transportation)	$ 20,960,589		(930,760)	Transportation
Chapter 70/Other Revenue* (no transportation)	**$ 3,389,377**	**** Referenced Below**	20,960,589	
	$ 17,571,212			
Minimum Local Contribution (as determined by state)	$ 3,602,042	Marion		
	$ 3,938,858	Mattapoisett		
	$ 3,240,899	Rochester		
	$ 10,781,799		**Local**	
	$ 6,789,413	Above Minimum Share		
Per Agreement (Enrollment) - 3 Year Avg				
32.0584%	$ 2,176,579	Marion		
34.3880%	$ 2,334,745	Mattapoisett		
33.5535%	$ 2,278,089	Rochester		
Total	$ 6,789,413		**Agreement**	
	$ 5,778,621	Marion		
	$ 6,273,603	Mattapoisett		
	$ 5,518,988	Rochester		
	$ 17,571,212		**Local + Agreement**	
REGIONAL TRANSPORTATION				
FY 26 Projected Budget	$ 930,760			
Projected FY 26 Regional Transportation Reimbursement in FY 26 (estimate from DESE)	$ 477,488			
	$ 453,272		**Transportation**	

Per Agreement (Enrollment) - 3 Year Avg	**TRANSPORTATION**		
32.0584%	$ 145,312	Marion	
34.3880%	$ 155,871	Mattapoisett	
33.5535%	$ 152,089	Rochester	
	$ 453,272		**Agreement**
	ASSESSMENT W/TRANSPORTATION		
	$ 5,923,933	Marion	
	$ 6,429,475	Mattapoisett	
	$ 5,671,076	Rochester	
Total Operations and Maintenance	**$ 18,024,484**		**Local + Agreement + Transportation**

***Projected FY 2026 Revenues**		
Chapter 70	$ 3,638,871	
Charter Tuition Reimbursement	$ 37,738	
Est = SC Sending Tuition	$ (99,208)	
Est = Charter School Tuition	$ (232,024)	
Miscellaneous	$ 15,000	
Medicaid Reimbursement	$ 20,000	
Parking Fees	$ 9,000	
Chapter 70/ Other Revenue* (no transportation)	**$ 3,389,377**	****Agrees to Total Above**

FY 2026 Assessment Summary	**Operating**	**Capital Stabilization**	**Capital Bond Debt**	**Capital BAN Debt**	**Total**	**Per Agreement**
Marion	$ 5,923,933	$ 31,435	$ -	$ 17,955	$ 5,973,323	
Mattapoisett	$ 6,429,475	$ 35,170	$ -	$ 20,089	$ 6,484,733	
Rochester	$ 5,671,076	$ 33,395	$ -	$ 19,075	$ 5,723,546	
Total	$ 18,024,484	$ 100,000	$ -	$ 57,119	$ 18,181,603	100.0000%

FY 2025 Assessment Summary	**Operating**	**Capital Stabilization**	**Capital Bond Debt**	**Capital BAN Debt**	**Total**	**Per Agreement**
Marion	$ 5,551,389	$ 30,920	$ 166,193	$ 17,544	$ 5,766,046	
Mattapoisett	$ 6,288,713	$ 35,520	$ 231,264	$ 19,354	$ 6,574,851	
Rochester	$ 5,265,633	$ 33,560	$ 208,422	$ 18,668	$ 5,526,283	
Total	$ 17,105,735	$ 100,000	$ 605,879	$ 55,566	$ 17,867,180	100.0000%

Changes	**Operating**	**Capital Stabilization**	**Capital Bond Debt**	**Capital BAN Debt**	**Total**	
Marion	$ 372,544	$ 515	$ (166,193)	$ 411	$ 207,277	
Mattapoisett	$ 140,761	$ (350)	$ (231,264)	$ 735	$ (90,118)	
Rochester	$ 405,444	$ (165)	$ (208,422)	$ 407	$ 197,263	
Total	$ 918,749	$ 0	$ (605,879)	$ 1,553	$ 314,423	100.0000%

Operating	**Stabilization**	**Capital**	**BAN**	
6.289%	1.638%	#DIV/0!	2.290%	3.595%
2.189%	-0.995%	#DIV/0!	3.659%	-1.371%
7.149%	-0.494%	#DIV/0!	2.133%	3.570%

FY 2026 Assessmemt Summary	Marion	Mattapoisett	Rochester	Total
Operating	$ 5,923,969	$ 6,429,514	$ 5,671,113	$ 18,024,596
Capital Stabilization	$ 31,435	$ 35,170	$ 33,395	$ 100,000
Capital Bond Debt	$ -	$ -	$ -	$ -
Capital BAN Debt	$ 17,955	$ 20,089	$ 19,075	$ 57,119
	$ 5,973,360	$ 6,484,772	$ 5,723,583	$ 18,181,715

School Committee Feedback:
Mr. Monteiro shared that based on his own research, there are 232 districts in the state out of 306 total that are in 'hold harmless' status similar to ORR. Ms. Kearns added that many school committee members have been participating in advocacy work around the current state funding formula. Mr. Muse shared his appreciation for the entire team, as this budget season was an enormous amount of work to get to where they are this evening and it ended up better than anticipated.

Chairperson Smith opened the hearing for public comments.
Chrystal Walsh, President of Friends of Old Rochester Music (FORM) thanked the school committee for their support of the junior high school music program.
Lazaro Rosa of Rochester inquired about how often the district goes out to bid for liability and property insurance. Mr. Barber explained the district can do so annually and in his research this year, most districts are seeing 11-14% of an increase so it was not beneficial.
Nicki Demakis of Mattapoisett asked if ORR is part of an insurance pool. Mr. Barber confirmed that ORR is part of Gateway Health Group along with Lakeville and Carver school districts.

Chairperson Smith closed the public hearing at 6:41pm.

V. General

A. Approval of FY26 Budget

Recommendation

That the School Committee review for approval the FY26 Budget.
MOTION to approve the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of $22,048,468 for the Old Rochester Regional School District. The total amount of $22,048,468 recognizes the three (3) segments of its funding: 1. General Operating in the amount of $ 21,891,349, 2. Capital BANS Debt in the amount of $ 57,119, and 3. Capital Stabilization in the amount of $100,000.
MOTION by Mr. Muse
MOTION Seconded by Mr. Monteiro
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

MOTION to adjourn at 6:43 p.m.
MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

Respectfully Submitted,

Melissa Wilcox
Recording Secretary

OLD ROCHESTER REGIONAL SCHOOL COMMITTEE
March 27, 2025 at 6:30 p.m.
Marion – Mattapoisett – Rochester, Massachusetts
REGULAR MEETING MINUTES

Members Present: Michelle Smith, Chairperson (in-person), Rosemary Bowman (remote), Frances-Feliz Kearns (in-person), Margaret McSweeny (in-person), Matthew Monteiro (in-person), James Muse (in-person) April Nye (remote), Robin Rounseville (in-person) and Joseph Pires (in-person).

Members Absent: None

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

Meeting was called to order at 6:49 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

RECOGNITION
That the school committee recognize student athletes Wesner Archelus, Sebastian Harrigan, Brendan Foster and Nolan Bushnell for recently finishing first in the State Meet and setting a new school record of 3:30:27 in the 4x400. That the school committee recognize retirees Lynn Fenald and Steve Sarvia from the custodial department.
Superintendent Nelson, Principal Devoll and the school committee commended these students and staff members for their accomplishments.

STUDENT ADVISORY COUNCIL REPORT
Student Ezra Thompson reported the final regional meeting for SERSAC is April 8th at Bristol-Plymouth. The students are collaborating across districts on a mental health report. He was happy to share that ORR is above and beyond what he has heard from other students in different districts in mental health support and education for students. He reminded the school committee that spirit week and school Olympics are coming and it is a great time to be a Bulldog!

FY2026 SCHOOL CHOICE PUBLIC HEARING
That the School Committee review School Choice for the 2025-2026 school year.
Chairperson Smith called the hearing to order at 6:59 p.m.
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, ORR has

participated in school choice, typically accepting 125 total students with parameters set each year based on current enrollment. He explained that ninety-nine students are anticipated to return as school choice students in the fall, and fifty-five applications have been received to date for the 2025-2026 school year. After reviewing the enrollment with the administration, the following recommendation is being shared with the school committee:

To maintain the maximum number of school choice slots of one hundred and twenty-five (125) students in grades 7th through 12th for the 2025-2026 school year.

Further, school choice slots will be filled as follows:

- 7th grade with a cap of 15 (fifteen) new school choice students,
- 8th grade with a cap of 5 (five) new school choice students,
- 10th grade with a cap of 2 (two) new school students,
- 11th grade with no cap,
- 12th grade with no cap, and
- 9th grade with no cap.

School Committee Feedback:

Ms. Rounseville asked how much is in the current budget from school choice funding. Superintendent Nelson responded that $580,000 is included in the budget as funding received by accepting school choice students.

Mr. Muse expressed his support for school choice at ORR and believes it brings an enormous benefit to the district, along with assisting with funding that supports all ORR students. It has been a valuable part of ORR for a long time.

Ms. Rounseville asked for a reminder on the logistics of the lottery. Superintendent Nelson said the lottery is taking place tomorrow and will likely be earlier next year. Siblings of current school choice students do get preference based on our policy. It is a blind lottery by grade level based on the parameters set forth by the school committee and a waitlist is formed.

Student representative Ezra Thompson added that he also believes school choice is essential to the community created at ORR. He has close friends that he would have never met if it was not for school choice being offered in the district. He thinks if someone from an outside community is interested in attending ORR, they should have the opportunity.

Chairperson Smith opened the hearing to the public for feedback.

Lazaro Rosa of Rochester inquired how many students are turned away. Superintendent Nelson said we would have twenty-six spots open and have received fifty-five applications so far, but will likely receive more in the coming weeks.

Chairperson Smith close the public hearing at 7:12 p.m.

I. Approval of Minutes

A. Regular Minutes

Recommendation:

That the School Committee review for approval the minutes of February 27, 2025.

MOTION to approve the regular meeting minutes of February 27, 2025 as presented

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED 9-0

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

MOTION to approve the Budget Subcommittee meeting minutes of March 11, 2025 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Muse

MOTION PASSED 3-0
ROLL CALL: Smith; yes, Monteiro; yes, Muse; yes

MOTION to approve the Facilities Subcommittee meeting minutes of February 27, 2025 as presented
MOTION by Ms. Nye
MOTION Seconded by Mr. Pires
MOTION PASSED 2-0-1
ROLL CALL: Kearns; abstain, Nye; yes, Pires; yes

V. General

A. Approval of School Choice Vote

Recommendation:
That the School Committee vote on School Choice for the 2025-2026 school year.

MOTION to maintain the maximum number of school choice slots of one hundred and twenty-five (125) students in grades 7th through 12th for the 2025-2026 school year.
Further, school choice slots will be filled as follows:

- 7th grade with a cap of 15 (fifteen) new school choice students,
- 8th grade with a cap of 5 (five) new school choice students,
- 10th grade with a cap of 2 (two) new school students,
- 11th grade with no cap,
- 12th grade with no cap, and
- 9th grade with no cap.

MOTION by Mr. Muse
MOTION Seconded by Ms. McSweeny
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

B. Approval of Grant(s)

Recommendation:
That the School Committee review the following:
A grant in the amount of $500 from the Marion Cultural Council for Kathleen Brunelle and the project Shrek's Shakespearean Adventure.

MOTION to accept the grant from the Marion Cultural Council in the amount of $500 as presented.
MOTION by Ms. McSweeny
MOTION Seconded by Mr. Monteiro
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

C. Approval of Donation(s)

Recommendation:
That the School Committee review the following donations:

- A donation of two 5''x7'' plaques and a $100 gift card to the Symphony Music Shop from FORM (Friends of Old Rochester Music) for the Band Director's and Woody Herman Jazz Awards in the JHS music program.

- A donation of $1,000 from Cape Cod 5 for the Credit for Life Fair.

MOTION to approve the donation for two plaques and the $100 gift card from FORM as presented
MOTION by Ms. Kearns
MOTION Seconded by Mr. Monteiro
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

MOTION to approve the $1,000 donation from Cape Cod 5 as presented
MOTION by Ms. Rounseville
MOTION Seconded by Mr. Monteiro
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

D. Approval of Main Stadium Field Use

Recommendation:

That the School Committee review the request from the Old Rochester Youth Lacrosse to use the Main Field on five Sundays (March 30, April 6 and 27, May 4 and 11) and one Friday night 5:45pm – 9:00pm (April 18).
Superintendent Nelson informed the school committee that this is a request similar to last year but has the additional Friday night. The Building Use Policy states the ORR School Committee will review requests to use the main field. Mr. Devoll shared that he continues to support the use of the field by this organization and the expenses to use the field this year will be adjusted because of the use of lights. They will continue to communicate throughout the season on field conditions, etc. as the high school athletic teams take precedence.
MOTION to approve the use of the main stadium field as presented with the stipulation that Principal Devoll will review field conditions and communicate accordingly with the organization.
MOTION by Mr. Muse
MOTION Seconded by Ms. Kearns
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

VI. New Business

1. Financial Report

Mr. Barber reported the following:
The Old Rochester Regional School District currently has $312,954 available of the general funds appropriated in the 2025 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total $21,563,474 authorized to the Old Rochester Regional School District.
$ 21,563,474 - General Funds Approved
$ 21,250,520 – Obligations Paid or Encumbered Year to Date
$ 312,954 - Remaining Available Funds

The Old Rochester Regional School District currently has $200,000 available in the Capital Stabilization Account.

$ 200,000 - Capital Stabilization Approved
$ 0 – Obligations Paid or Encumbered Year to Date
$ 200,000 - Remaining Available Funds

2. Record of Warrant(s)
Mr. Barber shared the record warrant(s) of February 25, 27, 28, and March 3 and 5, 2025 as signed by the sole signatory.

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

- Meal participation continues to grow strong.
- Starting the process of procuring foods for the upcoming school year.
- 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.

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

- Preparing fields for spring sports.
- Stage 1 of digital radio communications integration completed.
- Repaired kitchen steamer.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

Mr. Barber added that a meeting was held today to welcome vendors for a site visit of the ORR athletics field project. Bids are being accepted until next week.

D. Personnel
Superintendent Nelson shared that Ryan Pereira was hired as a custodian to replace Lynn Fenald who has retired.

CHAIRPERSON'S REPORT
Chairperson Smith shared the following: *Tonight we heard and voted on the proposed Budget. It is important to remember that these figures are not just numbers on a page—they represent the students, teachers, and staff who work tirelessly to ensure success for every child in our district. These decisions, while difficult, have been made through transparent and collaborative conversations with all stakeholders, and I want to emphasize that this has been a team effort every step of the way.*

We are facing a challenging reality, not just in our district, but across the state, as education funding has become increasingly strained. The reduction in funding from Chapter 70 has placed a significant burden on our budget, and the rising costs of delivering daily services are taking a toll. As Superintendent Nelson has stated, "It is my humble opinion, funding for schools is not keeping pace with the needs of the school. Schools are feeling more strained." This is evident in the rise of utilities, insurance, transportation and in areas such as special education, where out-of-district placements, transportation costs, utilities, continue to rise. These services are absolutely essential, and they deserve the funding they need to support our students.

Our responsibility as a school committee is to ensure that every student in this district receives the best possible education. This means providing high-quality teachers, programs, and services, and we must balance this with fiscal responsibility. Unfortunately, this task is becoming more difficult with each passing year. We do not do this work alone—Superintendent Nelson, Mr. Barber, and our dedicated principals and

vice principals have worked tirelessly to ensure that we are making thoughtful, informed decisions. Despite the limited resources, they have demonstrated the importance of balancing immediate financial concerns with our long-term educational goals. They have ensured that, even with a streamlined budget, we can continue to meet the district's most critical educational objectives.

I also want to acknowledge the crucial role played by our town administrators, the Finance Committee, and the Selectboard members. Through our joint efforts, we have worked as one team, always with the best interests of our students at heart. The transparent, sometimes difficult, conversations we've had about funding and resources are what will ultimately shape a strong future for our students. It's essential that we continue to communicate openly with all stakeholders, especially when it comes to financial matters. I deeply appreciate everyone's input, hard work, and dedication to ensuring the success of the students and staff of ORR.

As Superintendent Nelson pointed out, "There are students behind these numbers, but also incredible staff members." I want to take a moment to thank every teacher, staff member, and administrator for their unwavering dedication to our students. While we may have streamlined the budget, we have ensured that the needs of our children are still being met, and that is a testament to the hard work and commitment of everyone involved.

Finally, as we look toward the future, we must recognize that our schools are facing increasing pressures as the needs of our students continue to grow. The strategic thinking, transparency, and collaboration demonstrated by Superintendent Nelson have been pivotal in guiding us through this difficult time. His leadership serves as a powerful example of how effective school leadership can make a difference in the lives of students.
As we move forward, I ask that we continue to prioritize the well-being and success of our students, always keeping in mind the incredible efforts of the staff who support them every day. Advocate, advocate, advocate.

CENTRAL OFFICE ADMINISTRATORS REPORT
Superintendent Nelson thanked Chairperson Smith for her remarks and added that he couldn't do it without the team alongside him and the community feedback. The inspiration is all around in the school community and the incredible things students are doing. This is the fourth budget hearing in seven days and it is some of the most important work to put these budgets in the hands of the voters. It's an exciting time with so many events in the springtime throughout our schools and graduation coming up the end of May. He pointed out the incredible FORM concerts and acknowledged the students and staff in each building that participated. He encourage the school committee take a look at the new signs from our first advertising partners on the tennis courts which supports the ORR Athletics program as approved a few months ago by this school committee.

Dr. Curley reported the following:
We are happy to partner with SMEC again this year to present the Community Talks which took place on March 24th via zoom (new IEP for parents) with a representative from Mr. Allan Blume's company. The next one is May 6th. 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 (grades K-8) 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.

Dr. Fedorowicz reported the following: *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. Learning walks have been completed for this school year and we will use this data as an administrative tool to discuss PD and steps for teaching and learning next year.*

PRINCIPAL'S REPORT

Principal Devoll shared his High School Principal's Report:

High School student enrollment, through 3/17/25: 631

Mental Health Awareness:

The ORR Cares Club and the Knot OR Crochet Club held a craft night to raise awareness for local mental health.

Second Credit for Life Fair comes to ORRHS:

We are proud to announce our second annual Credit for Life Fair at ORRHS. This year, Jim Curran of Cape Cod 5 will lead financial literacy education sessions for our juniors and our seniors. The seniors will additionally participate in our Credit for Life Fair on April 8th. At the fair, students will choose their professions, are assigned monthly take-home salaries, then navigate online checkpoints to make "purchases" utilizing imaginary cash, credit, or saving all while visiting in person booths and benefiting from guidance and advice from in person volunteers. The goal? To learn to live within their budget while having fun!

Upcoming Dates:

March 21: AFS Exchange from Kansas
March 25-26: Grade 10 ELA MCAS
March 27: Last Day of Term 3
March 28: Financial Literacy Presentation for Seniors
April 2: Financial Literacy Presentation for Juniors
April 8: Credit For Life Fair for Seniors
April 17: Sullivan's Message sponsored by the Mattapoisett Police

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

CURRENT ENROLLMENT:	SCHOOL CHOICE:
Grade 7 - 209	Grade 7 - 9
Grade 8 - 198	Grade 8 - 17
TOTAL: 407	TOTAL: 26

SCHOOLWIDE/COMMUNITY ACKNOWLEDGEMENT:

Congratulations to John Eilertsen, Sophia Meleo, Bridget Lee, Sophie Zhou and Mia DeRossi-Goldberg on their participation at the Southeastern Massachusetts Junior District Music Festival!

At the Choral Concert held on March 11, we honored the incredible career of Mrs. Angie Vaughn who has dedicated 27 years to inspiring young voices and fostering a love of music. Mrs. Vaughn's passion, dedication and impact will resonate for years to come. Mrs. Vaughn was thanked for her unwavering commitment and her legacy will sing on!

Big round of applause to all of the students who performed at the FORM Instrumental Concert on March 18. Fantastic performances by all!
In honor of March being Women History month, SAC (Student Affairs Committee) collected new and unopened baby items to support new moms through the United Way of New Bedford. Collections took place through March 24th - examples of items collected: diapers, onesies, blankets, bibs, pacifiers and more!
AFTERSCHOOL STUDENT ACTIVITIES OFFERED:
Jazz Band - Full Year (Director: Richard Laprise)
Student Affairs Committee - Full Year (Advisor: Lauren O'Brien)
GSA Club - Full Year - (Advisor: Julie Andrade)
Drama - (Advisor: Kate Fishmen/Beth Faria) Production: Murder on the 518
SPORTS:
Girls Soccer Clinic
Boys Soccer Clinic
Morning football games
Staff Ping Pong Tournament taking place - results will be forthcoming!
RECENT EVENTS:
02/28/25 Green Team field trip - Level 99
03/11/25 FORM Choral Concert took place - Mr. Coellner honored Ms. Angie Vaughn
03/12/25 National Latin Exam took place
03/18/25 FORM Instrumental Concert took place
UPCOMING EVENTS:
3/28/25 1:00pm - School Choice Lottery taking place in Superintendent's Office
3/28,29,30/25 JHS Drama Production: "Murder on the 518"
4/3/25 Guest Clinician will join Mr. Laprise's band classes
4/15/25 6:30 -HS Auditorium - Night of Jazz
4/17/25 JHS - Grade 6 Parent Night
MCAS DATES:
ELA: April 2 and 3
Math: April 30 and May 1
STE: May 7 and 8
Civics: May 14 and 15

VII. School Committee

B. Committee Reports

Budget Subcommittee – No report.

District Agreement Committee – no report.

Equity Subcommittee – Ms. Kearns reported they meet again in June.

Facilities Committee – Superintendent Nelson reported that the bids are out for the athletic fields and close April 9th. He is continuing to discuss long-term debt with the towns but it will likely be brought forward next year.

Local School Committee- Ms. Smith reported that Marion met earlier this week to approve the FY2026 budget, vote on school choice, handbook revisions and approve donations. Mr. Muse and Ms. Rounseville shared that Mattapoisett and Rochester met within the last week as well for the same business.

Policy Subcommittee- Ms. McSweeny reported they next meet May 22nd.

Tri-Town Foundation Fund – Ms. McSweeny reported they met earlier this week to introduce new members and finalize a new rubric. Grant applications are open until April 18th and the next meeting is Saturday, May 3rd for the distribution committee.

MASC – Mr. Monteiro reported the Day on the Hill is coming up on May 6th so the school committee can share any feedback on issues with Ms. Wilcox and she will share with him.

Wellness Program Committee – Mr. Monteiro reported this is currently in the works and more updates will be shared in the near future.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for May 22, 2025 and the next Joint Meeting is June 12, 2025.

OPEN COMMENTS: Chairperson Smith read the following statement:
Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on sidewall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

There were no public comments.

X. Information Items
Recommendation:
That the School Committee review the District's Governance Report, the Report on Examination of the Basic Financial Statements and Additional Information and the final version of the Bullying and Harassment Prevention and Intervention Plan.

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

MOTION to enter into executive session at 7:44 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements, only to return to regular session to adjourn.
MOTION by Mr. Muse
MOTION Seconded by Ms. Rounseville
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

MOTION to exit executive session at 7:57 p.m. to return to regular session, only to adjourn.
MOTION by Mr. Monteiro
MOTION Seconded by Ms. Rounseville
MOTION PASSED 9-0

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

MOTION to adjourn at 7:58 p.m.
MOTION by Mr. Muse
MOTION Seconded by Ms. Rounseville
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

Respectfully Submitted,

Melissa Wilcox
Recording Secretary

Meeting Resources
February 27, 2025 Minutes – Draft
March 11, 2025 Budget Minutes – Draft
February 27, 2025 Facilities Minutes – Draft
Marion Cultural Council Grant
FORM Donation
Credit for Life Donation
Building Use Policy
Main Stadium Field Request
Financial Report Memo FY25
Financial Report FY25
Warrant(s)
Food Service Report
Facilities Report
Superintendent's Newsletter
Principal's Report – HS
Principal's Report – JHS
Old Rochester Financials Report – Audit FY24
Old Rochester Governance Report – FY24
Updated Bullying Plan

OLD ROCHESTER REGIONAL SCHOOL COMMITTEE
May 5, 2025 at 12:00 p.m.
Marion – Mattapoisett – Rochester, Massachusetts
REGULAR MEETING MINUTES

Members Present: Michelle Smith, Chairperson (remote), Rosemary Bowman (remote), Frances-Feliz Kearns (remote), Margaret McSweeny (remote), Matthew Monteiro (remote), James Muse (remote), April Nye (in-person), Robin Rounseville (remote) and Joseph Pires (remote).

Members Absent: None

Others Present: Michael S. Nelson, Superintendent of Schools and Melissa Wilcox, Executive Assistant to the Superintendent.

Meeting was called to order at 12:01 p.m. by Chairperson Smith. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting via zoom.*

V. General

A. Approval of Grant(s)

Recommendation:

That the School Committee review the following: A grant in the amount of $500 from the Mattapoisett Land Trust Education Committee to Elizabeth Kennedy for the 10th & 11th grade field trip to Cape Cod Museum of Natural History and a grant in the amount of $500 from the Mattapoisett Land Trust Education Committee to Karen Browning for the Native Garden Project.

Superintendent Nelson thanked the school committee for coming together as one of these donations if for an upcoming field trip.

MOTION to accept the two grants from the Mattapoisett Land Trust Education Committee for $500 each as presented
MOTION by Ms. Nye
MOTION Seconded by Mr. Monteiro
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

MOTION to adjourn at 12:05 p.m.
MOTION by Mr. Muse
MOTION Seconded by Ms. Kearns
MOTION PASSED 9-0
ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

Respectfully Submitted,

Melissa Wilcox
Recording Secretary

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE MEETING
FACILITIES SUBCOMMITTEE MINUTES

April 18, 2025 at 12:30 p.m.
Remote (Zoom)

COMMITTEE MEMBERS PRESENT: Frances-Feliz Kearns and Joseph Pires

COMMITTEE MEMBERS ABSENT: April Nye

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

Meeting called to order at 12:33 p.m. by Ms. Kearns.

SUMMARY OF DISCUSSION:

Superintendent Nelson thanked the school committee for coming together so the team may provide an update on the $750,000 funds earmarked for the ORR athletic fields. At the last meeting, the subcommittee accepted the plan for the updated design option estimated at $719,557.53 from Activitas and enabled the district to solicit bids for project. Mr. Barber and Mr. Jones shared that five vendors attended the meeting for a site visit of the ORR athletic fields and the District received two bids at the close of the bid window. CHA Solutions and Fieldworks Landscape Design Studio submitted bids within $20,000 of each other. The administration is recommending moving forward with the most responsive and responsible bid of about $117,000 from Fieldworks Landscape Design Studio. Mr. Jones explained that once the bid is awarded, the District will receive a design plan, scope of work, etc. and the company will handle permitting as described in the Request for Quote (RFQ) services. They will also support the District throughout the project, including quality assurance visits. He added that all of the information is published on the Central Register as required as well.

School Committee Feedback:
Ms. Kearns asked if the quotes are locked in when the bid is awarded. Mr. Jones explained the expenses may fluctuate but the project is primarily dirt being purchased, no wood or other materials. Ms. Kearns asked if a press release could be shared to get information out to the school community and maybe have a FAQ of on our website as well. The administration agreed and is working on communication.

Meeting was adjourned at 12:51 p.m.
Motion by Ms. Kearns to adjourn the meeting
Seconded by Mr. Pires
Roll Call: Kearns (yes), Pires (yes)
Motion Carried 2-0.

Respectfully submitted,

Michael S. Nelson, Superintendent of Schools

MASSACHUSETTS
Department of Elementary
and Secondary Education

Patrick Tutwiler | Interim Commissioner

April 1, 2025

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

Dear Superintendent Nelson:

On behalf of Interim Commissioner Patrick Tutwiler, I am pleased to inform you that, after careful review, the Innovation Career Pathway program submitted by your district has been granted designation. Congratulations on achieving this distinction. We are confident that your **Innovation Career Pathways** in **Advanced Manufacturing** and **Business and Finance** will offer students a transformative experience, enabling them to develop essential skills, gain awareness of future career opportunities, and make informed choices about post-secondary education in promising fields.

This designation is issued as a five-year performance contract, with annual reporting requirements and a formal review after the first three years. Regular and ongoing professional development will be provided to support your work through the Innovation Career Pathways Community of Practice.

Kindly share this good news with your partners. You may direct any questions to Jennifer Gwatkin, Coordinator, Innovation Career Pathways and STEM, at jennifer.a.gwatkin@mass.gov.

Sincerely,

Elizabeth L. Bennett

Elizabeth Bennett
Associate Commissioner for College, Career, and Technical Education

cc: Regina Robinson, Deputy Commissioner

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Old Rochester
UEI: C13ZWNJZADK5

2 Grant Title: FC 0436 Round 3 - Innovation Career Pathways Planning Grant (State/COMP)
Fund Code: 0436
DESE Project Staff: Jennifer A. Gwatkin

3 Grant Award Project Description

FY2025: Innovation Career Pathways Planning Grant

4 DESE Award Information

Grant Type: STATE FUNDS

- **CFDA #:**
- **FAIN:**
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2024

5 Sub-recipient Award Information

- **Grant Project Number:** 0436-000931-2025-0740
- **Grant Award Amount:** $15,000.00
- **Grant Project Duration (Period of Performance):** 11/19/2024 - 6/30/2025
- **Reimbursement Requests Close:** 8/28/2025
- **Final Expenditure Report (FER) Due:** 9/30/2025

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- 815 CMR 2.00: State grants, federal grant awards, federal subgrants and subsidies.
- DESE Request for Proposal (RFP): https://www.doe.mass.edu/grants/2025/0436/

7 Statutes

- **Authority:** https://budget.digital.mass.gov/summary/fy25/enacted/education/education-k-12/?tab=budget-summary
- **Program Title:** FY2025: Innovation Career Pathways Planning Grant
- **CFDA #:**

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. 34 CFR 76.708
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

Grant Award Notification Explanation

https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentGuid=105ecf84-6734-4578-aa75-051eda4259c6&inline=true

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Old Rochester

UEI: C13ZWNJZADK5

2 Grant Title: FC 422A - Career Connected Learning Program Development Grant (Targeted/State&Federal)

Fund Code: 422A

DESE Project Staff: Raven Jordan

3 Grant Award Project Description

84.048A Career and Technical Education - Basic Grants to States

4 DESE Award Information

Grant Type: FEDERAL USED

- **CFDA #:** 84.048A
- **FAIN:** V048A230021
- **Is the award an R & D?:** No
- **Federal Award Date:** 2/1/2025

5 Sub-recipient Award Information

- **Grant Project Number:** 422A-000983-2025-0740
- **Grant Award Amount:** $35,000.00
- **Grant Project Duration (Period of Performance):** 2/28/2025 - 6/30/2025
- **Reimbursement Requests Close:** 8/28/2025
- **Final Expenditure Report (FER) Due:** 9/30/2025

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- EDGAR As Applicable (34 CFR)
  - General Fiscal Administration 34 CFR Part 76
- DESE Request for Proposal (RFP): https://www.doe.mass.edu/grants/2025/422A/

7 Statutes

- **Authority:** PL 115-224 I THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT.
- **Program Title:** VOCATIONAL EDUCATION - BASIC GRANTS TO STATES
- **CFDA #:** 84.048A

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.

- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. 34 CFR 76.708
- This grant has a restricted indirect cost rate.
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes

If the top of this GAN says State Funded please refer to state budget as authority and disregard CFDA https://budget.digital.mass.gov/summary/fy25/enacted/education/education-k-12/?tab=budget-summary CFDA # is only relevant if the top of this GAN refers to Federal funding.

Grant Award Notification Explanation

https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentGuid=105ecf84-6734-4578-aa75-051eda4259c6&inline=true

April 7, 2025

Old Rochester Regional School District
Michael S. Nelson, Superintendent of Schools
135 Marion Road
Mattapoisett, MA 02739

Dear Michael,

Congratulations! I am pleased to inform you that the SouthCoast Community Foundation has approved a grant of **$500.00** from the **Emma Whittaker Fund of the SouthCoast Community Foundation** to **Old Rochester Regional School District** to be used specifically to support **the ORR Cares Program**.

We request that you carefully review the terms and conditions outlined in this letter before endorsing and cashing the grant award. A check for the grant will be mailed to your organization in the next seven to ten business days. Your acceptance of the grant funds constitutes your agreement to comply with the following terms:

1. The grant will be used solely for the purpose described above. Any monies received under this agreement should be expended for no other purposes. Any funds not used for the specific purpose of the grant must be returned to the SouthCoast Community Foundation unless otherwise authorized in writing by the Community Foundation.
2. You will cooperate with the Community Foundation in complying with any procedures that might be required by any governmental agency for the Community Foundation to establish that it has observed all requirements of the law concerning this grant.
3. You are currently a 501c3 or fiscally sponsored by one.

If you plan to share your good news, please include the source of the grant, **"Emma Whittaker Fund of the SouthCoast Community Foundation"**. Please share a copy of your press release, newsletter, or any other materials that reference the grant with Julie Ramos Gagliardi, Director of Programs - jramosgagliardi@southcoastcf.org. We would be happy to provide our logo to you for promotion of the grant and encourage you to link to the Community Foundation's website and/or social media accounts as appropriate.

Sincerely,

Melanie A. Edwards-Tavares

Dr. Melanie Edwards-Tavares
President and CEO
SouthCoast Community Foundation


CORK GREASE
YAMAHA

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Receipt (Form 1)

Date of Receipt:	5/1/2025
Name of Donating Individual/Group:	Peter A. Silva, Class of 1964
Contact Information (phone/email):	n/a
Title and Author of Book(s):	Old Rochester Regional Yearbook 1963

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Receipt (Form 1)

Date of Receipt:	5/1/2025
Name of Donating Individual/Group:	Hank Peirce in honor of his father, Kenneth Peirce, who taught at the JHS from 1961-1993
Contact Information (phone/email):	revhank1@gmail.com
Title and Author of Book(s):	Old Rochester Regional Yearbooks: • 1976 • 1979 • 1980 • 1981 • 1982 • 1983 • 1984 • 1985 • 1986 • 1987 • 1988

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CHARTING THE GALÁPAGOS ISLANDS

9 or 12 days | Quito | Santa Cruz Island | Isabela Island | San Cristóbal Island | Extension to Riobamba

The Galápagos Islands are most famous for the profound discoveries of Charles Darwin. Carry on that scientific tradition as you learn about the unique species that call the islands home. On mainland Ecuador, experience the local culture in Quito, where Independence Plaza and the Intiñan Museum provide social context to the biological wonders of this fascinating country.

YOUR EXPERIENCE INCLUDES

- **Full-time Tour Director**
- **Sightseeing:** 2 sightseeing tours led by your Tour Director; comprehensive sightseeing of natural attractions
- **Entrances:** Compañía de Jesús church; Intiñan Museum; Charles Darwin Research Station; artisan's workshop; *with extension: Devil's Cauldron Waterfall; community visit in Riobamb; Chimborazo Volcano.*
- **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
- **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; internal flights; boat; 7 overnight stays in hotels with private bathrooms *(10 with extension)*; breakfast and dinner daily; lunch on days 3–6





Anyone can see the world.

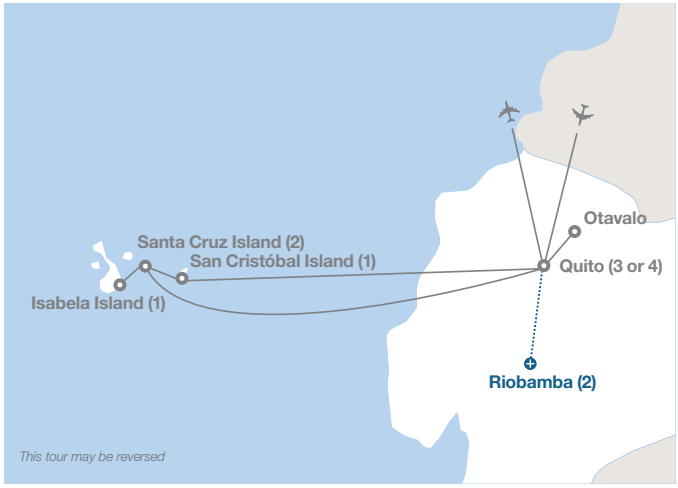
YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.




Learn from your Tour Director and expert local guides



@EFtours** I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school **#traveltuesday

– MELISSA, TRAVELER

Via Twitter


Via Instagram



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What your tour could look like

Day 1: Fly to Ecuador
– Meet your Tour Director at the airport in Quito. The Ecuadorian capital is carved into a narrow plateau high above the Andean valleys, beneath the peaks of the Pichincha Volcano.

Day 2: Quito
– Take a tour of Quito: Independence Plaza; Government Palace.
– Visit the Compañía de Jesús church.
– Take an excursion to the equatorial line. If you've ever wanted to stand in both hemispheres at the same time, this is your chance.
– Visit the Intiñan Museum, where you'll discover how the Incas determined the middle of the Earth.

Day 3: Quito | Baltra Island | Santa Cruz Island
– Fly to Baltra Island.
– Travel to Santa Cruz Island.
– Visit the Twin Craters.
– Visit a tortoise ranch in the Santa Cruz Highlands to see wild tortoises.
– Visit the Charles Darwin Research Station and see the breeding center for giant tortoises from which the islands took their name.

Day 4: Santa Cruz Island | Isabela Island
– Continue on to Isabela Island, the largest of the Galápagos Islands. In 1959, the archipelago was declared a national park in order to protect the flora and fauna that Charles Darwin observed while formulating his theory of evolution. Critical to his studies were the islands' iguanas, penguins, flightless cormorants, and 13 species of finches, whose beak sizes and shapes provided invaluable insights into the process he called natural selection.
– Take an excursion to a pink flamingo habitat.
– Visit a tortoise breeding center.
– Enjoy a snorkeling activity where you'll see animals like sea turtles, sea lions, and exotic fish. You'll also participate in a boat excursion that brings you to the Tintoreras Islet, made entirely out of lava. While exploring Tintoreras, you'll view large colonies of black marine iguanas.

Day 5: Isabela Island | Santa Cruz Island
– Travel to Santa Cruz Island.
– Enjoy a hike in Tortuga Bay.
– Visit the Playa de los Alemanes.

Day 6: San Cristóbal Island
– Travel by boat to San Cristóbal Island.
– Visit the San Cristóbal Interpretation Center.
– Hike up Tijeretas Hill.
– Enjoy a snorkeling activity and take a coastal walk on La Loberia beach.

Day 7: San Cristóbal Island | Quito
– Enjoy free time on San Cristóbal Island.
– Fly to Quito.

Day 8: Quito | Otavalo | Depart for home
– Visit the market town of Otavalo. Surrounded by the Imbabura, Cotacachi, and Mojanda volcanoes, Otavalo is a small farming town known for its textiles. Otavaleña women traditionally wear lace blouses with dark skirts and a colored band around their waists. You'll have the opportunity to shop for handmade goods and other souvenirs crafted by the area's local residents at one of the largest craft markets in the country. And don't think that handicrafts are the only thing you'll find here—you can purchase anything from musical instruments to a meal. Plus, the market offers a unique glimpse into traditional Andean culture, as locals have frequented the markets for hundreds of years.
– Learn how local families create ponchos during a demonstration of the craft.
– Travel to the airport for your overnight flight home.

Day 9: Arrive home

⊕ 3-DAY TOUR EXTENSION

Day 9: Quito | Riobamba
– Travel to Riobamba via Banos.
– Climb the winding staircase alongside the massive Devil's Cauldron waterfall. Be prepared to get wet!

Day 10: Riobamba | Guamote
– Take a day trip to Guamote.
– Participate in cultural exchange activities with the local community.

Day 11: Riobamba | Chimborazo | Quito | Depart for home
– Experience Ecuador's wealth of volcanic history with a visit to the Chimborazo volcano.
– Travel to Quito.

Day 12: Arrive home



This trip made me infinitely more confident about my Spanish speaking and listening capabilities. Seeing Ecuador and the Galápagos like this is truly a once in a lifetime opportunity.

– CAMERON, TRAVELER

Tour review

This trip to Ecuador and the Galápagos Islands was unexpectedly amazing. Our Tour Director was excellent and handled all aspects of our trip with grace and expertise. I loved trying new foods thanks to our tour guides who helped us select new fruits and other items.

– KRISTEN, TRAVELER

Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____

2. _____

3. _____

⊕ Optionals and excursions

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800-665-5364



Enroll by mail
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Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

–CHARLOTTE, PARENT OF TRAVELER

Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

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Education First

4297

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

REQUEST FOR USE OF SCHOOL FACILITIES AND/OR GROUNDS

Building: ORRHS

Today's Date: 5/8/25

Name of Organization Making Request: ORYF

Applicant's Name and Address: Kristine Medeiros / Po Box 1034 Mattapoisett MA 02739

Telephone Number (in case of emergency): 774 328 2997

Date(s) Facility to be Used (incl. rehearsals): 3-4 home Game Days Consisting of 5 games per day TBD in September & October Tentatively Tentatively

Time of Use – From: 8 AM To: 5PM

Area of School to be Used: Main/All Purpose Field

Nature of Use: Football Games

IT IS UNDERSTOOD THAT THE FOLLOWING CONDITIONS ARE IN EFFECT DURING YOUR ORGANIZATION'S USE OF SCHOOL FACILITIES:

1) All Federal, State, Municipal and School District laws, by-laws, policies and regulations will be in full force and effect, including without limitation **NO SMOKING** on school property.

2) Any children under the age of eighteen (18) must be accompanied/supervised by an adult who is a participant in your organization's event.

3) Access is only approved for the area of the building requested on this form.

4) The applicant/sponsoring organization shall be responsible for the conduct and control of all participants and spectators associated with its use of the facility. The applicant is responsible for complying with the Building Use Regulation Code 606-___-R. The applicant/sponsoring organization agrees to the full extent permitted by law to indemnify, defend and hold harmless the District, its officers, employees and agents from any claim or damage of any kind which may arise from or is in any way related to the use of the facilities by the applicant/sponsoring organization.

5) The contact person **must** be present at the event. If for some reason he/she can not be in attendance, he/she must contact the building Principal's Office by the close of school on the day of the event and provide the name of his/her designee (for weekend/vacation time activities, the most recent school day will apply). Failure to do so can result in the revocation of this application's approval.

6) Any rental/employee fees must be paid in full **prior** to use of school facilities.

7) Please supply set-up needs and requirements.

I HAVE READ THE ABOVE CONDITIONS AND I AGREE TO ABIDE BY THEM:

Signed (must be listed contact person in attendance): Kristine Medeiros

Custodial Approval: _____ A.D. Approval (HS Only): _____

Building Principal Approval: _____ Technology Approval: _____ Fee: _____

Central Office Approval: _____

SUPT. OFFICE – White • **APPLICANT** – Canary • **PRINCIPAL OFFICE** – Pink
CUSTODIAL OFFICE – Goldenrod • **TECHNOLOGY** – Lt. Green

(Rev. 12-15)

Student Handbook Changes for 2025-2026

GRADING SYSTEM (pg 21)

Achievement Marks:

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

SENIOR PRIVILEGE - DIRECTED STUDY RELEASE (pg 25)

Any student found assuming a senior study release privilege who did not receive prior approval will be subject to disciplinary measures.

To be eligible for the senior study release privilege starting second quarter of senior year, a student must have:

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

The criteria for senior study release privilege approval will be reviewed at the end of each quarter to be sure the student still qualifies, as listed above.

Athletes should review the Athletics policy pertaining to the senior study release privilege.

LIBRARY CODE OF CONDUCT (pg 38)

- Be responsibly self-governing
- The library will maintain an atmosphere conducive to reading and research.
- Talking will be kept to a minimum and at a low whisper.
- Students must be actively engaged in research or independent reading that is school related.
- Only water is allowed in the library.

- There is no food or drink allowed in the computer alcove.
- A limit of 4 students to a table.

Overdue Policy

- Books are loaned for 2 weeks.

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

Library Book Preference

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 the school's librarian with the exact title of the book and the author's full name. If no email is sent to opt out, your student will have full access to the variety of books available in the school library. Here is the link to the library book platform: https://orrhs.masscat.org/

Athletic Policies (pg 71)

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is $275 per student per sport with an individual cap of $700 and a family cap of $975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- Senior athletes are allowed to use an approved senior study release privilege during block 1 only. No block 4 release is allowed.

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: 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

In-school suspension is a disciplinary action that the Marion, Mattapoisett, Old Rochester, or Rochester School District utilizes as an alternative to short-term suspension and to restore acceptable student behavior. Situations and/or circumstances related to Student Discipline may result in the disciplinary action that includes in-school suspension. When applicable, restorative practices are utilized. Procedures have been developed to ensure that parent(s)/guardian(s) and students have due process afforded to them through a discipline hearing:

- It is the responsibility of the Principal to immediately notify the student of the disciplinary charge and to provide the opportunity to the student to dispute the allegations and to explain any circumstances prior to the decision to suspend in-house. If the Principal determines that the student did commit the disciplinary action, the student's in-house suspension must not exceed ten days cumulatively or consecutively in a school year. The student must be notified of the length of in-house suspension.

- The Principal must orally notify the parent(s) and/or guardian(s) of the disciplinary action, consequence, duration and reasons for concluding such consequence. Furthermore, the Principal should notify (at least two attempts) the parent(s) and/or guardian(s) of their right to meet and discuss the student's academic performance and behavior and ways to prevent further discipline, as soon as possible.

- The Principal will notify in writing, a notice of in-house suspension and offer a meeting to discuss the event and decision on the day of the suspension or as soon as possible.

- Educational services will be provided throughout the duration of any in-house suspension to ensure that a student can make academic progress, compared to all other students.

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.



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 of 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 ¾

Offenses: Any offense that is not addressed in 37H or 37H ½.

Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.
- Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.
- No student may be suspended for more than 90 school days in a school year.

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, 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 accused may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

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.

Protections for children not yet eligible for special education and related services

- A child who has not been determined to be eligible for special education and related services under this subchapter and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this subchapter if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- The ____ School District shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred:
    - the parent of the child has expressed concern in writing to the administration, or a teacher of the child, that the child is in need of special education and related services;
    - the parent of the child has requested an evaluation of the child; or
    - the teacher of the child, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the District.
- _____ School District shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.
- Conditions that apply if no basis of knowledge
    - In general, if the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.
    - Limitations: If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

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.

Student Handbook Changes for 2025-2026

GRADING SYSTEM (pg 21)

Achievement Marks:

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

SENIOR PRIVILEGE - DIRECTED STUDY RELEASE (pg 25)

Any student found assuming a senior study release privilege who did not receive prior approval will be subject to disciplinary measures.

To be eligible for the senior study release privilege starting second quarter of senior year, a student must have:

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

The criteria for senior study release privilege approval will be reviewed at the end of each quarter to be sure the student still qualifies, as listed above.

Athletes should review the Athletics policy pertaining to the senior study release privilege.

LIBRARY CODE OF CONDUCT (pg 38)

- Be responsibly self-governing
- The library will maintain an atmosphere conducive to reading and research.
- Talking will be kept to a minimum and at a low whisper.
- Students must be actively engaged in research or independent reading that is school related.
- Only water is allowed in the library.

- There is no food or drink allowed in the computer alcove.
- A limit of 4 students to a table.

Overdue Policy

- Books are loaned for 2 weeks.

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

Library Book Preference

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 the school's librarian with the exact title of the book and the author's full name. If no email is sent to opt out, your student will have full access to the variety of books available in the school library. Here is the link to the library book platform: https://orrhs.masscat.org/

Athletic Policies (pg 71)

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is $275 per student per sport with an individual cap of $700 and a family cap of $975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- Senior athletes are allowed to use an approved senior study release privilege during block 1 only. No block 4 release is allowed.

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: 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

In-school suspension is a disciplinary action that the Marion, Mattapoisett, Old Rochester, or Rochester School District utilizes as an alternative to short-term suspension and to restore acceptable student behavior. Situations and/or circumstances related to Student Discipline may result in the disciplinary action that includes in-school suspension. When applicable, restorative practices are utilized. Procedures have been developed to ensure that parent(s)/guardian(s) and students have due process afforded to them through a discipline hearing:

- It is the responsibility of the Principal to immediately notify the student of the disciplinary charge and to provide the opportunity to the student to dispute the allegations and to explain any circumstances prior to the decision to suspend in-house. If the Principal determines that the student did commit the disciplinary action, the student's in-house suspension must not exceed ten days cumulatively or consecutively in a school year. The student must be notified of the length of in-house suspension.

- The Principal must orally notify the parent(s) and/or guardian(s) of the disciplinary action, consequence, duration and reasons for concluding such consequence. Furthermore, the Principal should notify (at least two attempts) the parent(s) and/or guardian(s) of their right to meet and discuss the student's academic performance and behavior and ways to prevent further discipline, as soon as possible.

- The Principal will notify in writing, a notice of in-house suspension and offer a meeting to discuss the event and decision on the day of the suspension or as soon as possible.

- Educational services will be provided throughout the duration of any in-house suspension to ensure that a student can make academic progress, compared to all other students.

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.



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 of 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 ¾

Offenses: Any offense that is not addressed in 37H or 37H ½.

Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.
- Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.
- No student may be suspended for more than 90 school days in a school year.

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, 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 accused may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

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.

Protections for children not yet eligible for special education and related services

- A child who has not been determined to be eligible for special education and related services under this subchapter and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this subchapter if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- The ____ School District shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred:
    - the parent of the child has expressed concern in writing to the administration, or a teacher of the child, that the child is in need of special education and related services;
    - the parent of the child has requested an evaluation of the child; or
    - the teacher of the child, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the District.
- _____ School District shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.
- Conditions that apply if no basis of knowledge
    - In general, if the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.
    - Limitations: If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

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.

MEMORANDUM OF AGREEMENT BETWEEN THE
OLD ROCHESTER REGIONAL SCHOOL COMMITTEE
AND THE
SOUTHEASTERN MA EDUCATIONAL COLLABORATIVE
FY26

I. The Old Rochester Regional (ORR) School Committee agrees to allow the Southeastern Massachusetts Educational Collaborative (SMEC) to use three (3) full-size classrooms at the ORR High School for the charge of $10,010 each per annum to accommodate both school year and extended year programs. In addition, the ORR School Committee agrees to allow SMEC to use one (1) small classroom/office space located adjacent to or near the SMEC classrooms for the purpose of providing therapeutic and/or nursing services to students enrolled in the SMEC program, for the additional annual charge of $4,132 each per annum.

II. This agreement will be in effect from July 1, 2025 to June 30, 2026 and will be renewable annually upon mutual agreement and desire of both parties. If either party intends not to renew, written notification will be provided to the other by April 15, 2026.

III. The parties agree to the following:

1. Exclusive classroom occupancy and all utilities shall be included in the lease price.
2. All furniture, furnishings and supplies will be purchased by and the responsibility of SMEC and shall be owned and maintained by SMEC unless otherwise agreed.
3. Custodial services shall be provided by the ORR custodial staff.
4. Basic first aid, routine screenings and medication administration will be provided by the ORR school nurse(s) for the ISP I program.
5. Due to the more intensive needs and continuous medical supervision required by the population being served in the MLC II program, SMEC shall assign a nurse to that classroom for basic first aid, medication administration and medical supervision. Routine annual school-based medical screenings will be conducted in collaboration with the Old Rochester Regional school nurse.
6. SMEC will be assigned keys to the SMEC classrooms.
7. Parking spaces for SMEC staff and one (1) SMEC van will be provided.
8. SMEC will list said classroom(s) and name the ORR High School on the Collaborative's General Liability insurance policy.

IV. This agreement is understood, signed and dated as follows:

On behalf of the Old Rochester Regional School Committee:

_____ Date: _____

On behalf of the Southeastern MA Educational Collaborative:

Catherine S Cooper Date: 5/2/2025

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MA SUPERINTENDENCY UNION NO. 55

2024-2026 OLD ROCHESTER REGIONAL JUNIOR HIGH SCHOOL IMPROVEMENT PLAN

MISSION
District: The mission of our school system is to inspire all students to think, to learn, and to care. At ORRJHS, our mission is to educate, motivate and help students navigate a course into their future.
VISION
District: 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. ORRJHS: We educate: • Intellectually • Socially • Emotionally • Physically • Ethically We motivate: • by making education relevant • by providing opportunities for student talk and group work • by having students problem solve • by giving students choice • by providing students opportunities to have fun

- praising effort
- by being enthusiastic about a subject

We help navigate:

- by offering guidance during advisory
- by exploring career and college opportunities
- by working with students to help them make good decisions

CORE VALUES

District: 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.

ORRJHS: *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.

1. **Growth Mindset:** We believe in fostering a growth mindset where challenges are opportunities to learn, and perseverance leads to success.
2. **Social-Emotional Intelligence:** We value the development of social-emotional skills like cooperation, empathy, responsibility, and self-control.
3. **Academic Excellence:** We are committed to providing a rigorous and engaging curriculum that fosters critical thinking, problem-solving, and a love of learning. We differentiate instruction to meet individual needs and celebrate academic achievement while nurturing a growth mindset.
4. **Inclusive Community:** We create a safe and welcoming environment where all students feel valued and respected regardless of their background, identity, or ability.
5. **Empowered Learners:** We believe in fostering student agency and ownership of learning.
6. **Positive Partnerships:** We value strong collaboration between educators, families, and the community.

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.

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 (District).
Be on mission pursuing our vision while holding firm to our core values (ORRJHS).

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools. **#2: Teaching & Learning** Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.	1.1 Create a Portrait of a Graduate (POG) ● Develop a JH School Portrait of a Graduate that corresponds to the high school Portrait of a Graduate 2.4 Support District Wide POG ● Support implementation of the POG with dedicated time and resources	1.1 Creation of a POG Committee and a timeline of development that syncs with the elementary schools 2.4 Coordinated vertical alignment with high school and elementary schools	1.1 A partial draft of the JH POG that contains the draft definitions for the competency areas of student mastery 2.4 Draft JH POG is supported by the 6th grade competencies and indicators of success Draft JH POG prepares supports 9th grade competencies and indicators of success
	1.2 Adopt and Implement a Curriculum Review Cycle 1.3 Curriculum Leadership Team ● Instructional Council Curriculum Collaboration 2.2 Instructional Council ● Support teacher participation in the Instructional Council	1.2 Continue implementation of CRC 1.3 Roles, responsibilities, and purpose of the Department and Team leaders are clearly defined 2.2 JHS Teacher Leaders and Admin are active members of the Instructional Council	1.2 Curriculum phases will be locked in by department 1.3 The Instructional Council will be the primary driver of curriculum progress. 2.2 The JH will have experienced and trained representation on the Instructional Council
	1.4 Common Assessments ● Needs Assessment of Common Assessments practices ● PD in development and data analysis of common assessments	1.4 Needs assessment reports for ELA, Math, Social Studies, and Science Common Assessment implementation	1.4 Unit standards based common assessments are informing instruction and curriculum in ELA and Math

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
	1.5 Atlas Rubicon	1.5 JHS team leaders and department coordinators contribute to the curriculum management system needs assessment JHS team leaders and department coordinators increase their knowledge of Atlas tools capabilities. Teachers increase their capacity to utilize the curriculum management system	1.5 JHS teachers value and utilize the curriculum management system as a collaborative planning tool for teaching and learning
	2.3 Professional Development SBC (Standards Based Curriculum) Instruction and Assessment ● Support the planning and development of PD for standards based curriculum, instruction and assessment	2.3 JHS Teachers receive PD in UbD	2.3 Written curriculum according to UbD
	2.1 Professional Development Plan ● Provide input and feedback in the development of PD Plan ● Dedicate time for PD ● Provide consistent PD	2.1 Team Leaders and Department Coordinators continue to improve the PD planning process in Instructional Council	2.1 Annual PD plans implemented that support Vision 2028 and the ORRJHS SIP

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 Review, design, and expand systems of supports for all students • Improve and implement the school DCAP • Develop Pathways Team Operation	3.1 Annually updated DCAP Adjustments to practice for the Pathways Team - with documented expectations about process Adjust Pathways Team to the new building schedule Identify all current JHS Supports	3.1 The DCAP will be an active resource The Pathways Team will have clearly defined working parameters and positively impact students receiving support
	3.2 Revise, design, and expand, intervention systems of support for small groups and individuals • Continuous Improvement Model for the Pathways Team	3.2 SEL and Behavior Interventions incorporated into the Pathways Team operations	3.2 The Pathways Team will have evidence of including SEL and Behavior supports in their procedures and protocols
	3.3 Professional Development to support implementation of systems of supports • Provide school based PD • Seek opportunities for District Level PD	3.3 PD on JHS Systems of Support provided to Staff	3.3 Systems of Supports PD will have been offered at four Staff Meetings
	3.4 Systematic Data Collection and screenings for behavioral and social/emotional needs. • Implement data collection and screening tools to identify SEL and behavior support needs	3.4 SEL and Behavior Screening tools are researched and pilots chosen	3.4 Pilot an SEL and Behavior screening tool
	3.5 Systems support to ensure successful grade level transitions. Academic, Social, Emotional & Behavioral Learning Needs • Develop a Transition Program that prepares students to enter the JHS and move on to the high school.	3.5 Transition communication protocols and procedures in practice	3.5 A completed draft of the JHS transition plans

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	4.1 Implement approaches to teaching and discipline that promote the development of strong academic, and social skills for all students • Expand Project 351 Playbook Program • Improve and Adapt Advisory Program • Improve upon Responsive Classroom techniques	4.1 Participation Rate in Project 351 Playbook -Advisory Student Survey Results -RC Kaleidoscope and Self Assessment Tool Results	4.1 -Parts of The Responsive Classroom and Character Counts SEL curriculums piloted -The Project 351 Playbook integrated into Advisory -The Responsive Classroom approach to discipline will be evident in the classrooms of trained staff
	4.2 Develop a unified brand of the school system and community • Support the development of a brand with input from the JH	4.2 Brand Recognition at the JH	4.2 The JH Brand will be in draft form
	4.3 Develop a communication plan • Publish weekly Navigator newsletter • Support ORR Connect App • Regularly publish press releases	4.3 Engagement Data	4.3 Demonstrated consistent readership of The Navigator Newsletter
	4.4 Utilized student voice, student engagement, and student leadership to guide and enhance the school learning environment • Conduct Principal roundtables with a variety of students • Engage with the Junior Ambassadors and Project 351 students for input and feedback about their learning environment • Recognize student excellence	4.4 Develop a plan for necessary changes that incorporates and responds to student voice	4.4 Students will have a sense of ownership and belonging at the JH

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
	4.5 Professional Development tracking and improving student behavior. • Provide and engage in PD to improve upon behavior reporting system • Improve upon behavior data reporting and analysis	4.5 Behavior Data Analysis	4.5 Student Behavior Data will inform decision making

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 Cyber security and Physical Safety PD • Expand cyber security PD for staff • Improve upon GoGuardian Use by staff • Improve upon E-hall pass use Continue with ALICE instruction, practice and drills	5.1 Usage Data and ALICE feedback response	5.1 -75% of Staff will be proficient in the use of GoGuardian -90% of Staff will employ Securely Pass -ALICE Drills will be performed three times a year
	5.2 Annual review and audit of facility needs • Seek input from staff • Support audit • Support identifying priorities	5.2 Input and Priorities provided in a timely manner and requested format	5.2 The needs of the JH will be documented, prioritized, and reported
	5.3 Classroom Tech Plan - maintain equipment and infrastructure • Improve upon chromebook care and distribution • Support maintenance and refurbishment • Improve upon tech ticket reporting • Support development of replacement plans	5.3 Chromebook Plan Ticketing System Success	5.3 Chromebook Plan in place 90% of staff submit tech and maintenance requests with the ticketing system

Key: Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed			
Strategic Objective	**Strategic Initiatives**	**Measuring Impact**	**Outcomes (SMART Goals) By June 30th 2026**
	5.4 Long and short term capital plans for buildings and grounds • Provide input of needs and priorities	5.4 Input and Priorities provided in a timely manner and requested format	5.4 The needs of the JH will be documented, prioritized, and reported
	5.5 Fiscally support the needed personnel, technology and resources to ensure a safe and effective learning environment • Actively engage with input, feedback, and priorities during the budget process	5.5 Input and Priorities provided in a timely manner and requested format	5.5 The needs of the JH will be documented, prioritized, and reported

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

MA SUPERINTENDENCY UNION NO. 55

2024-2026 OLD ROCHESTER REGIONAL HIGH SCHOOL IMPROVEMENT PLAN

Bold: **Completed** Green: On-going Pink: On Hold Yellow: To be completed

MISSION

District: The mission of our school system is to inspire all students to think, to learn, and to care.
At ORRHS, The Old Rochester Regional community works together to educate each person in a safe, challenging environment. As we prepare students for participation in society, we foster their academic and personal growth.

CORE VALUES

District: 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.

ORRHS:

Citizenship
Equity
Growth
Integrity
Resiliency

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 (District). Be on mission pursuing our vision while holding firm to our core values (ORRHS).

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	**1.2 Adopt and Implement a Curriculum Review Cycle** ● **Curriculum work in accordance with the identified Phases in the "2024 Curriculum Review Cycle Plan"**	1.2 Common Assessment Data is informing curriculum and instruction 1.3 The lived curriculum is affected by the review cycle. 1.4 Common assessment data analyzed to inform instruction 1.5 Additions and edits documented in Atlas Rubicon	1.2 Curriculum phases will be locked in by department

	1.3 Curriculum Leadership Team • **Instructional Council Curriculum Collaboration**	1.3 The lived curriculum is affected by the review cycle. 1.4 Common assessment data analyzed to inform instruction 1.5 Additions and edits documented in Atlas Rubicon	1.3 The Instructional Council will be the primary driver of curriculum progress
	1.4 Common Assessments • **PD-best practice Common Assessments practices** • Identify priority content based on	1.4 Common assessment data analyzed to inform instruction 1.5 Additions and edits documented in Atlas Rubicon	1.4 Common Assessment practices are informing instruction and curriculum in two core subjects

	CRC phase Implement best practices		
	1.5 Atlas Rubicon • **Update in alignment with CRC Phase**	1.5 Additions and edits documented in Atlas Rubicon	1.5 Atlas Rubicon will be an active resource in two core subjects

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#2: Teaching & Learning Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait	**2.1 Professional Development Plan** • **Provide input and feedback in the development of PD Plan** • **Dedicate time for PD** • **Provide consistent PD**	2.1 Active PD Plan	2.1 The HS PD will be in accordance with the District PD Plan
	2.2 Instructional Council • **Support teacher participation in the Instructional Council**	2.2 HS Department Coordinators and Admin members on the Instructional Council	2.2 The HS will have experienced representation on the Instructional Council

of the Graduate.	2.3 Professional Development SBC Instruction and Assessment ● Support the planning and development of PD for standards based curriculum, instruction and assessment	2.3 Classroom observations, Educator Goals, and Atlas documentation	2.3 The curriculum PD for HS staff will be relevant to the HS

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral,	3.1 Review, design, and expand systems of supports for all students ● Improve and implement the school DCAP	3.1 Annually updated DCAP Adjustments to practice for the Pathways Team	3.1 -The DCAP will be an active resource
and social emotional systems of support in all schools.	3.3 Professional Development to support implementation of systems of supports ● Provide school based PD ● Seek opportunities for District Level PD	3.3 PD learning goals are implemented in practice	3.3 Systems of Supports PD will have been offered on at least two PD days and two Staff Meetings

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that	**4.1 Implement approaches to teaching and discipline that promote the development of strong academic, and social skills for all students** ● **Expand Project 351 Playbook Program** ● **Improve and Adapt Mentor Program**	4.1 -Participation in Project 351 Playbook -Advisory Student Survey Results	4.1 -The Project 351 Playbook integrated into Advisory Review of survey results with action plan to improve and monitor increase in participation rate

promotes a sense of belonging for all school community members.	4.4 Utilized student voice, student engagement, and student leadership to guide and enhance the school learning environment ● Conduct Principal roundtables with a variety of students ● **Engage with the Junior Ambassadors and Project 351 students for input and feedback about the learning environment** ● **Recognize student excellence**	4.4 Changes made in response to student voice	4.4 Students will have a sense of ownership and belonging at the HS
	4.5 Professional Development tracking and improving student behavior. ● Provide PD and to improve upon behavior reporting system ● Improve upon behavior data reporting and analysis ● Engage in PD	4.5 Behavior Data will be analyzed to determine improvement to student behaviors	4.5 Student Behavior Data and reporting will inform PD and decision making to improve behavior

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	**5.1 Cyber security and Physical Safety PD** ● **Expand cyber security PD for staff** ● **Improve upon GoGuardian Use by staff** ● **Improve upon E-hall pass use Continue with ALICE instruction, practice and drills**	5.1 Usage Data and ALICE feedback response	5.1 -75% of Staff will be proficient in the use of GoGuardian -90% of Staff will employ -E-hall pass with fidelity. -ALICE Drills will be performed three times a year
	5.2 Annual review and audit of facility needs ● Seek input from staff ● Support audit ● Support identifying priorities	5.2 Input and Priorities provided in a timely manner and requested format	5.2 HS needs will be documented, prioritized, and reported in the annual facility review and audit, with staff input to support the process.

	5.3 Classroom Tech Plan - maintain equipment and infrastructure ● Support maintenance and refurbishment ● Improve upon tech ticket reporting ● Support development of replacement plans	5.3 Chromebook Plan	5.3 Chromebook Plan in place 90% of staff submit tech and maintenance requests with the ticketing system
	5.4 Long and short term capital plans for buildings and grounds ● **Provide input of needs and priorities**	5.4 Input and Priorities provided in a timely manner and requested format	5.4 The HS needs will be documented, prioritized, and reported for both long and short-term capital plans for buildings and grounds, with input provided on needs and priorities.
	5.5 Fiscally support the needed personnel, technology and resources to ensure a safe and effective learning environment ● **Actively engage with input, feedback, and priorities during the budget process**	5.5 Input and Priorities provided in a timely manner and requested format	5.5 HS needs for personnel, technology, and resources will be documented and prioritized to support a safe, effective learning environment, with active input during the budget process.

Portrait of the Graduate

- **Purpose:** To build a shared understanding of the Portrait of the Graduate process and outcomes.
- **Participants:** School Committee, district and school leaders, teachers, parents and guardians, community members.
- **Outcome (Final Product):** To identify 4-6 PreK-12 Core Competencies, aligned attributes and age appropriate "I can…" statements.

What is the Portrait of the Graduate?

- A shared vision defining the knowledge, skills, and character traits students need for future success.
- Emphasizes competencies like critical thinking, communication, collaboration, and adaptability.
- Serves as a guiding framework for aligning teaching and learning, and college and career readiness.

Why It Is Important?

- Prepares students for a rapidly changing world with transferable life and career skills.
- Ensures that all students access meaningful, future-ready learning experiences.
- Aligns educators, families, and communities around a common, student-centered vision.



Old Rochester Regional School District Media Center, Door #23
April 28, 2025 11:30-1:30pm - Kickoff and Calibration - Setting the Vision and Building Understanding
May 20, 2025 12:00-2:00pm - Defining Key Competencies - - Attributes and I Can…
May 22, 2025 10:00-12:00pm - Refinement and Alignment
June 3, 2025 9:30-11:30am - Finalizing and Celebrating

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Committee Calendar 2025-2026

M	Marion	6:00pm
MT	Mattapoisett	6:30pm
R	Rochester	6:30pm
ORR	ORR	6:00pm
J	Joint	6:30pm
E	Equity	4:30pm
P	Policy	4:30pm
M-B	Marion Budget	4:30pm
MT-B	Mattapoisett Budget	4:30pm
R-B	Rochester Budget	4:30pm
ORR-B	ORR Budget	4:30pm
S	Superintendent's Goals	4:30pm

July 2025

M	T	W	T	F
	1	2	3	*4*
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

7/4 - Independence Day

August 2025

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21NT	22
25	[26]	**27***	28	29E**

8/25 All Staff Report
[ ] Prof. Devl. Day
***Opening Day - Gr. 1-12**
**- Kindergarten First Day and Early Dismissal for Students & Teachers

3 days

September 2025

M	T	W	T	F
1	2	3	4	5
8	9	10	11 MT	12
15	16	17	18 S M	19
22	23	24X	25 P R	26
29	30			

9/1 - Labor Day
X - Prof. Dev. All Schools Early Release

21 days | 24 days accrued

October 2025

M	T	W	T	F
		1	2 ORR	3
6	7	8	9 E J	10
13	14	15	16 MT	17
20	21	22	23P	24P
27	28	29	30 M-B M	31

10/13- Columbus Day
P- Elementary - Early Dismissal Parent Conf.

22 days | 46 days accrued

November 2025

M	T	W	T	F
3	4	5	6 R-B R	7
[10]	*11*	12	13	14
17	18	19	20 ORR-B ORR	21
24	25	26E	*27*	*28*

[ ]-Prof. Devl. Day
11/11 - Veterans' Day
E- Early Dismissal for Students & Teachers
11/27-28 Thanksgiving Vacation

16 days | 62 days accrued

December 2025

M	T	W	T	F
1	2	3	4 MT-B MT	5
8	9	10	11 M-B M	12
15	16	17	18	19
22	23E	*24*	*25*	*26*
29	*30*	*31*		

E- Early Dismissal for Students & Teachers
12/24-12/31 Holiday Vacation

17 days | 79 days accrued

January 2026

M	T	W	T	F
			1	*2*
5	6	7	8 R-B R	9
12	13	14	15 P ORR	16
19	20	21	22	23
26	27	28X	29 E J	30

1/1-1/2 Holiday Vacation
1/19 - Martin Luther King, Jr. Day
X - Prof. Dev. All Schools Early Release

19 days | 98 days accrued

February 2026

M	T	W	T	F
2	3	4 ORR-B	5 MT-B MT	6
9	10	11	12 R-B	13
16	*17*	*18*	*19*	*20*
23	24	25 MT-B	26 M-B M	27

2/16-2/20 School Vacation

15 days | 113 days accrued

March 2026

M	T	W	T	F
2	3	4X	5 ORR-B	6
9	10	11	12	13
16	17	18 M	19 MT	20
23	24	25 R	26 ORR	27
30	31			

X - Prof. Dev. All Schools Early Release

22 days | 135 days accrued

April 2026

M	T	W	T	F
		1	2	3
6	7	8	9 R	10
13	14	15	16	17
20	*21*	*22*	*23*	*24*
27	28	29	30 ORR	

4/20-4/24 School Vacation

17 days | 152 days accrued

May 2026

M	T	W	T	F
				1
4	5	6	7 S R	8
11	12	13	14	15
18	19	20	21	22
25	26	27X P MT	28	29

5/25 - Memorial Day
X - Prof. Dev. All Schools Early Release

20 days | 172 days accrued

June 2026

M	T	W	T	F
1	2 M	3 R	4 ORR	5
8	9 E J	10*	11	12
15	16	17**	18	*19*
22	23	24	25	26
29	30			

* 180th Day, X - Early Release
6/19 - Juneteenth
**185th day, X - Early Release

8 days | 180 days accrued

Holidays - No School for Students and Teachers

7/4 - Independence Day	**Start & End Times:**
9/1- Labor Day	ORR Jr. High School
10/13- Columbus Day	7:20 a.m. to 2:04 p.m.
11/11 - Veterans' Day	ORR High School
11/27 - Thanksgiving Day	7:30 to 2:03 p.m.
12/25- Christmas day	Center School & OHS
1/1- New Year's Day	8:30 a.m. to 2:45 p.m.
1/19 - Martin Luther King, Jr. Day	Sippican School
2/16 - Presidents' Day	8:40 a.m. to 2:57 p.m.
4/20- Patriots' Day	Rochester Memorial School
5/25 - Memorial Day	8:40 a.m. to 3:00 p.m.
6/19 - Juneteenth	

Early Dismissal Times (Codes X E)

		Code P
ORR Jr. & Sr. High Schools	11:30 a.m.	N/A
Center & Old Hammondtown	12:20 p.m.	11:30 a.m.
Sippican School	12:20 p.m.	11:30 a.m.
Rochester Memorial School	12:30 p.m.	12:30 p.m.

https://www.oldrochester.org/district/sc

HS 009 **FRESHMAN SEMINAR**
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9

Freshman Seminar is a course designed to support a successful transition to high school by building foundational academic, organizational, and interpersonal skills. Students begin with Orientation 2.0 and Google 101, where they learn to navigate school systems and essential digital tools. Through targeted instruction in study skills & organization, students develop time management, note-taking, and planning strategies. lessons on soft skills and social-emotional learning (SEL) foster communication, collaboration, and self-awareness. The course also emphasizes Academic Integrity and skills, preparing students to meet high school expectations with responsibility and confidence.

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

Old Rochester Regional School District

Massachusetts School Superintendency Union 55

Memo

To: **School Committee Members of Old Rochester Regional School District**

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

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

Date: **May 21, 2025**

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

Financial Report:

Please find the following financial report in relation to the general funds remaining or available to the Old Rochester Regional School District:

· Year to Date Budget Report by Department as of May 21, 2025

For the purpose of our Financial Forecasting:

The Old Rochester Regional School District currently has $12,272 available of the general funds appropriated in the 2025 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total $21,563,474 authorized to the Old Rochester Regional School District.

- $ 21,563,474 **- General Funds Approved**
- $ 21,551,202 – Obligations Paid or Encumbered Year to Date
- **$ 12,272 - Remaining Available Funds**

The Old Rochester Regional School District currently has $200,000 accumulated and available in the Capital Stabilization Account.

- $ 200,000 **- Capital Stabilization Approved**
- $ 0 – Obligations Paid or Encumbered Year to Date
- **$ 200,000 - Remaining Available Funds**

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
01.300.001.1110.01.01	TREASURER	$16,000.00	$13,667.28	$13,667.28	$2,332.72	$1,782.72	$550.00	3.44%
01.300.001.1110.02.09	SCHOOL COMMITTEE SECRETARY	$2,600.00	$200.00	$200.00	$2,400.00	$0.00	$2,400.00	92.31%
01.300.001.1110.04.33	MEMBERSHIPS MASC/MARS	$11,600.00	$0.00	$0.00	$11,600.00	$0.00	$11,600.00	100.00%
01.300.001.1110.04.36	AUDITS - ANNUAL/EOYR/E&D/ETC	$32,000.00	$32,000.00	$32,000.00	$0.00	$4,000.00	($4,000.00)	-12.50%
01.300.001.1110.04.39	BOND TREASURER	$400.00	$375.00	$375.00	$25.00	$0.00	$25.00	6.25%
01.300.001.1110.05.36	MISCELLANEOUS	$2,000.00	$827.52	$827.52	$1,172.48	$44.59	$1,127.89	56.39%
01.300.001.1110.06.36	ADVERTISING	$7,000.00	$3,851.35	$3,851.35	$3,148.65	$17.99	$3,130.66	44.72%
01.300.001.1110.06.37	TRAVEL MEETINGS CONFERENCES	$0.00	$510.00	$510.00	($510.00)	$0.00	($510.00)	0.00%
01.300.001.1430.04.36	GENERAL COUNSEL	$30,000.00	$18,640.50	$18,640.50	$11,359.50	$1,359.50	$10,000.00	33.33%
	Dept: SCHOOL COMMITTEE - 001	$101,600.00	$70,071.65	$70,071.65	$31,528.35	$7,204.80	$24,323.55	23.94%
01.300.004.1207.06.37	TRAVEL & CONFERENCES	$8,000.00	$4,381.11	$4,381.11	$3,618.89	$1,765.07	$1,853.82	23.17%
01.300.004.1210.01.02	Superintendent	$111,769.28	$87,196.11	$87,196.11	$24,573.17	$24,573.17	$0.00	0.00%
01.300.004.1210.01.33	Superintendent - Tuition Reimb	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%
01.300.004.1210.02.02	Exec Asst to Superintendent	$34,618.66	$26,629.59	$26,629.59	$7,989.07	$7,989.07	$0.00	0.00%
01.300.004.1210.04.21	PUBLIC RELATIONS	$15,000.00	$4,200.00	$4,200.00	$10,800.00	$0.00	$10,800.00	72.00%
01.300.004.1210.04.33	PROF ASSOC & DUES	$13,000.00	$11,692.96	$11,692.96	$1,307.04	$0.00	$1,307.04	10.05%
01.300.004.1210.05.21	POSTAGE	$5,000.00	$283.71	$283.71	$4,716.29	$236.46	$4,479.83	89.60%
01.300.004.1210.05.22	SUPPLIES	$9,000.00	$9,862.17	$9,862.17	($862.17)	$524.62	($1,386.79)	-15.41%
01.300.004.1210.06.36	ADVERTISING	$23,000.00	$744.97	$744.97	$22,255.03	$0.00	$22,255.03	96.76%
01.300.004.1210.06.37	MISCELLANEOUS	$1,500.00	$803.59	$803.59	$696.41	$124.63	$571.78	38.12%
01.300.004.1220.01.02	Asst Super of Academics	$66,960.17	$50,128.61	$50,128.61	$16,831.56	$16,831.56	$0.00	0.00%
01.300.004.1220.02.02	Admin Asst of Asst Supers	$26,469.73	$20,512.64	$20,512.64	$5,957.09	$5,957.09	$0.00	0.00%
01.300.004.1220.04.35	Academic Consulting Services	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	100.00%
01.300.004.1220.05.23	Academic Textbooks & Ebooks	$20,000.00	$42,376.98	$42,376.98	($22,376.98)	$0.00	($22,376.98)	-111.88%
01.300.004.1410.01.02	Asst Super of Finance & Operat	$90,815.02	$71,984.30	$71,984.30	$18,830.72	$18,830.72	$0.00	0.00%
01.300.004.1410.03.02	Finance Department	$96,110.42	$74,274.04	$74,274.04	$21,836.38	$21,836.38	$0.00	0.00%
01.300.004.1420.03.02	HR Coordinator	$39,998.51	$30,817.61	$30,817.61	$9,180.90	$9,180.90	$0.00	0.00%
01.300.004.1450.04.27	COMPUTER SERVICES	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
01.300.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	$10,000.00	$234.00	$234.00	$9,766.00	$0.00	$9,766.00	97.66%
01.300.004.2710.01.02	DIRECTOR OF GUIDANCE	$108,795.81	$95,726.00	$95,726.00	$13,069.81	$12,486.00	$583.81	0.54%
01.300.004.4130.04.15	TELEPHONE	$14,000.00	$4,682.25	$4,682.25	$9,317.75	$2,171.83	$7,145.92	51.04%
01.300.004.4230.04.27	MAINTENANCE OF EQUIPMENT	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00	100.00%
01.300.004.5150.01.36	Professional Salaries - Retire	$0.00	$37,993.20	$37,993.20	($37,993.20)	$0.00	($37,993.20)	0.00%
01.300.004.5150.03.36	Other Salaries - Retiree Payou	$0.00	$2,614.87	$2,614.87	($2,614.87)	$9,354.60	($11,969.47)	0.00%
01.300.004.5300.04.21	COPIER RENTAL	$4,000.00	$677.30	$677.30	$3,322.70	$0.00	$3,322.70	83.07%
	Dept: SUPERINTENDENTS OFFICE - 004	$729,037.60	$577,816.01	$577,816.01	$151,221.59	$131,862.10	$19,359.49	2.66%
01.300.007.2120.01.04	COORDINATORS	$37,431.00	$28,684.47	$28,684.47	$8,746.53	$0.00	$8,746.53	23.37%
01.300.007.2210.01.02	PRINCIPAL SHS	$154,534.25	$136,392.84	$136,392.84	$18,141.41	$17,425.62	$715.79	0.46%
01.300.007.2210.02.09	CLERICAL STAFF	$117,719.30	$93,548.26	$93,548.26	$24,171.04	$21,671.04	$2,500.00	2.12%
01.300.007.2210.04.22	PRINTING SERVICES	$5,300.00	$7,006.51	$7,006.51	($1,706.51)	$1,450.00	($3,156.51)	-59.56%
01.300.007.2210.04.33	ASSOCIATION DUES	$5,500.00	$8,213.00	$8,213.00	($2,713.00)	$0.00	($2,713.00)	-49.33%
01.300.007.2210.05.21	PRINCIPALS TECHNOLOGY	$1,600.00	$8,828.35	$8,828.35	($7,228.35)	$0.00	($7,228.35)	-451.77%
01.300.007.2210.05.22	SUPPLIES ADMINISTRATIVE	$8,000.00	$6,204.46	$6,204.46	$1,795.54	$0.00	$1,795.54	22.44%
01.300.007.2210.05.23	SUPPLIES COPYING	$6,000.00	$8,879.22	$8,879.22	($2,879.22)	$0.00	($2,879.22)	-47.99%
01.300.007.2210.05.24	COMPUTER SUPPLIES	$400.00	$0.00	$0.00	$400.00	$0.00	$400.00	100.00%
01.300.007.2210.05.25	SUPPLIES - GENERAL SCHOOL	$7,300.00	$6,478.91	$6,478.91	$821.09	$636.00	$185.09	2.54%
01.300.007.2210.05.26	POSTAGE	$4,500.00	$3,000.00	$3,000.00	$1,500.00	$0.00	$1,500.00	33.33%
01.300.007.2210.05.36	MISCELLANEOUS	$2,500.00	$1,412.08	$1,412.08	$1,087.92	$0.00	$1,087.92	43.52%
01.300.007.2210.06.37	TRAVEL & CONFERENCES	$1,200.00	$505.12	$505.12	$694.88	$44.88	$650.00	54.17%

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
01.300.007.2211.04.33	PROFESSIONAL BOOKS	$5,000.00	$2,840.00	$2,840.00	$2,160.00	$0.00	$2,160.00	43.20%
01.300.007.2217.06.37	CONFERENCES	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00	100.00%
01.300.007.2231.01.02	ASSISTANT PRINCIPAL SHS	$126,960.89	$44,585.50	$44,585.50	$82,375.39	$2,737.62	$79,637.77	62.73%
01.300.007.2231.02.09	Asst Princ Secr	$52,247.95	$36,617.86	$36,617.86	$15,630.09	$15,630.09	$0.00	0.00%
01.300.007.2330.02.08	AIDES SUPERVISORY	$13,441.50	$11,837.64	$11,837.64	$1,603.86	$1,543.99	$59.87	0.45%
01.300.007.2356.05.23	PROFESSIONAL DEVELOPMENT	$2,000.00	$1,594.00	$1,594.00	$406.00	$75.00	$331.00	16.55%
01.300.007.2410.05.23	ORR HS TEXTBOOKS	$32,000.00	$31,512.97	$31,512.97	$487.03	$5,375.00	($4,887.97)	-15.27%
01.300.007.3600.04.35	SCHOOL RESOURCE OFFICER	$47,000.00	$47,000.00	$47,000.00	$0.00	$0.00	$0.00	0.00%
01.300.007.4230.04.28	MAINTENANCE OF EQUIPMENT	$10,000.00	$726.77	$726.77	$9,273.23	$683.94	$8,589.29	85.89%
01.300.007.5300.04.28	COPIER RENTAL	$14,000.00	$13,709.48	$13,709.48	$290.52	$28.44	$262.08	1.87%
	Dept: SCHOOL ADMINISTRATION - 007	$654,934.89	$499,577.44	$499,577.44	$155,357.45	$67,301.62	$88,055.83	13.44%
01.300.010.2305.01.03	PRESCHOOL TEACHERS	$99,152.00	$70,709.94	$70,709.94	$28,442.06	$31,426.64	($2,984.58)	-3.01%
01.300.010.2324.01.34	LONG TERM SUBS SHS - PROFESSIO	$0.00	$20,038.82	$20,038.82	($20,038.82)	$0.00	($20,038.82)	0.00%
01.300.010.2324.03.34	LONG TERM SUBS SHS - OTHER	$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$30,000.00	100.00%
01.300.010.2325.03.34	SUBSTITUTES - SHS	$90,000.00	$114,856.60	$114,856.60	($24,856.60)	$0.00	($24,856.60)	-27.62%
01.300.010.2350.03.34	SUBS: PROF DEV - SHS	$7,500.00	$0.00	$0.00	$7,500.00	$0.00	$7,500.00	100.00%
01.300.010.2356.04.03	TUITION REIMBURSEMENT PROF DEV	$15,000.00	$7,883.90	$7,883.90	$7,116.10	$420.00	$6,696.10	44.64%
01.300.010.2356.06.37	TRAVEL & CONF PROF DEVELOPMEN	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
01.300.010.2440.06.23	REVTRAK SERVICE FEES	$0.00	$4,810.75	$4,810.75	($4,810.75)	$0.00	($4,810.75)	0.00%
	Dept: PRESCHOOL - 010	$244,652.00	$218,300.01	$218,300.01	$26,351.99	$31,846.64	($5,494.65)	-2.25%
01.300.016.2305.01.03	TEACHER SALARIES	$196,882.00	$136,008.04	$136,008.04	$60,873.96	$60,209.68	$664.28	0.34%
01.300.016.2415.05.23	SUPPLIES & MATERIALS	$5,500.00	$10,805.85	$10,805.85	($5,305.85)	$14.85	($5,320.70)	-96.74%
	Dept: ART - 016	$202,382.00	$146,813.89	$146,813.89	$55,568.11	$60,224.53	($4,656.42)	-2.30%
01.300.024.2305.01.03	PROFESSIONAL STAFF	$10,089.20	$34,186.75	$34,186.75	($24,097.55)	$26,046.70	($50,144.25)	-497.01%
01.300.024.2415.05.23	SUPPLIES	$0.00	($9.80)	($9.80)	$9.80	$0.00	$9.80	0.00%
01.300.024.2415.06.37	TRAVEL & CONFERENCES	$5,500.00	$43.55	$43.55	$5,456.45	$256.45	$5,200.00	94.55%
	Dept: ELL PROGRAM - 024	$15,589.20	$34,220.50	$34,220.50	($18,631.30)	$26,303.15	($44,934.45)	-288.24%
01.300.025.2305.01.03	TEACHER SALARIES	$725,485.00	$498,105.36	$498,105.36	$227,379.64	$221,379.64	$6,000.00	0.83%
01.300.025.2415.05.23	SUPPLIES INSTRUCTIONAL	$5,500.00	$101.27	$101.27	$5,398.73	$0.00	$5,398.73	98.16%
	Dept: ENGLISH - 025	$730,985.00	$498,206.63	$498,206.63	$232,778.37	$221,379.64	$11,398.73	1.56%
01.300.027.2305.01.03	TEACHER SALARIES	$501,175.20	$340,322.51	$340,322.51	$160,852.69	$152,948.84	$7,903.85	1.58%
01.300.027.2415.05.23	SUPPLIES INSTRUCTIONAL	$5,500.00	$834.00	$834.00	$4,666.00	$0.00	$4,666.00	84.84%
	Dept: WORLD LANGUAGES - 027	$506,675.20	$341,156.51	$341,156.51	$165,518.69	$152,948.84	$12,569.85	2.48%
01.300.028.2710.01.03	COUNSELORS	$302,093.00	$210,484.32	$210,484.32	$91,608.68	$91,413.12	$195.56	0.06%
01.300.028.2710.03.09	ADMIN ASST GUIDANCE	$57,994.20	$31,311.30	$31,311.30	$26,682.90	$13,182.90	$13,500.00	23.28%
01.300.028.2710.04.33	ASSOCIATION DUES	$0.00	$373.00	$373.00	($373.00)	$90.00	($463.00)	0.00%
01.300.028.2710.05.23	SUPPLIES INSTRUCTIONAL	$5,500.00	$821.06	$821.06	$4,678.94	$0.00	$4,678.94	85.07%
01.300.028.2710.05.24	SUPPLIES COMPUTER	$0.00	$777.62	$777.62	($777.62)	$0.00	($777.62)	0.00%
01.300.028.2710.06.37	TRAVEL & CONFERENCES	$0.00	$410.58	$410.58	($410.58)	$439.42	($850.00)	0.00%
01.300.028.2713.02.09	REGISTRAR	$68,831.40	$59,429.70	$59,429.70	$9,401.70	$7,751.70	$1,650.00	2.40%
	Dept: GUIDANCE - 028	$434,418.60	$303,607.58	$303,607.58	$130,811.02	$112,877.14	$17,933.88	4.13%
01.300.037.2305.01.03	TEACHER SALARIES	$705,192.00	$475,756.35	$475,756.35	$229,435.65	$207,410.78	$22,024.87	3.12%
01.300.037.2415.05.23	SUPPLIES	$5,500.00	$2,576.69	$2,576.69	$2,923.31	$0.00	$2,923.31	53.15%
	Dept: MATHEMATICS - 037	$710,692.00	$478,333.04	$478,333.04	$232,358.96	$207,410.78	$24,948.18	3.51%

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
01.300.040.2340.01.03	LIBRARIAN	$88,774.00	$61,438.14	$61,438.14	$27,335.86	$27,305.86	$30.00	0.03%
01.300.040.2340.05.23	SUPPLIES	$5,500.00	$0.00	$0.00	$5,500.00	$0.00	$5,500.00	100.00%
01.300.040.2340.05.24	BOOKS & MAGAZINES	$0.00	$3,618.01	$3,618.01	($3,618.01)	$1,377.33	($4,995.34)	0.00%
01.300.040.2340.05.25	RESOURCE MATERIALS	$0.00	$1,860.30	$1,860.30	($1,860.30)	$0.00	($1,860.30)	0.00%
01.300.040.4230.04.29	MAINTENANCE OF EQUIPMENT	$0.00	$1,616.00	$1,616.00	($1,616.00)	$0.00	($1,616.00)	0.00%
	Dept: MEDIA SERVICES - 040	$94,274.00	$68,532.45	$68,532.45	$25,741.55	$28,683.19	($2,941.64)	-3.12%
01.300.043.2305.01.03	TEACHER SALARIES	$55,960.00	$39,047.37	$39,047.37	$16,912.63	$17,218.42	($305.79)	-0.55%
01.300.043.2415.05.23	SUPPLIES	$5,500.00	$3,348.88	$3,348.88	$2,151.12	$1,199.40	$951.72	17.30%
	Dept: MUSIC - 043	$61,460.00	$42,396.25	$42,396.25	$19,063.75	$18,417.82	$645.93	1.05%
01.300.049.2305.01.03	TEACHER SALARIES	$163,806.00	$113,404.32	$113,404.32	$50,401.68	$50,401.68	$0.00	0.00%
01.300.049.2415.05.23	SUPPLIES	$5,500.00	$5,139.29	$5,139.29	$360.71	$0.00	$360.71	6.56%
	Dept: PHYSICAL EDUCATION - 049	$169,306.00	$118,543.61	$118,543.61	$50,762.39	$50,401.68	$360.71	0.21%
01.300.052.2305.01.03	TEACHER SALARIES	$1,003,945.60	$685,050.84	$685,050.84	$318,894.76	$286,541.68	$32,353.08	3.22%
01.300.052.2415.05.23	PHYSICAL LAB SUPPLIES	$20,500.00	$20,385.54	$20,385.54	$114.46	$45.00	$69.46	0.34%
	Dept: SCIENCE-TECHNOLOGY PROGRAM - 052	$1,024,445.60	$705,436.38	$705,436.38	$319,009.22	$286,586.68	$32,422.54	3.16%
01.300.055.2305.01.03	TEACHER SALARIES	$771,624.80	$541,997.00	$541,997.00	$229,627.80	$239,431.52	($9,803.72)	-1.27%
01.300.055.2415.05.23	SUPPLIES	$5,500.00	$0.00	$0.00	$5,500.00	$0.00	$5,500.00	100.00%
	Dept: SOCIAL STUDIES - 055	$777,124.80	$541,997.00	$541,997.00	$235,127.80	$239,431.52	($4,303.72)	-0.55%
01.300.058.3520.01.04	ADVISORS	$79,107.12	$22,616.00	$22,616.00	$56,491.12	$27,620.00	$28,871.12	36.50%
01.300.058.3520.06.36	ACADEMIC COMPETITION	$5,500.00	$6,393.84	$6,393.84	($893.84)	$0.00	($893.84)	-16.25%
	Dept: EXTRA CURRICULAR - 058	$84,607.12	$29,009.84	$29,009.84	$55,597.28	$27,620.00	$27,977.28	33.07%
01.300.061.2210.06.37	TRAVEL & CONFERENCES	$0.00	$450.00	$450.00	($450.00)	$300.00	($750.00)	0.00%
01.300.061.2351.04.35	CURRICULUM DEVELOPMENT	$3,300.00	$3,211.84	$3,211.84	$88.16	$135.00	($46.84)	-1.42%
01.300.061.2351.05.35	SUPPLIES & MATERIALS	$1,400.00	$867.10	$867.10	$532.90	$600.00	($67.10)	-4.79%
01.300.061.2430.05.23	ACADEMIC SUPPLIES	$0.00	$0.00	$0.00	$0.00	$1,318.00	($1,318.00)	0.00%
01.300.061.2455.04.23	Instructional Software - ORRHS	$0.00	$1,250.00	$1,250.00	($1,250.00)	$0.00	($1,250.00)	0.00%
	Dept: CURRICULUM/PROFESSIONAL DEVEL - 061	$4,700.00	$5,778.94	$5,778.94	($1,078.94)	$2,353.00	($3,431.94)	-73.02%
01.300.067.9100.06.36	TUITION PCC	$5,500.00	$0.00	$0.00	$5,500.00	$0.00	$5,500.00	100.00%
	Dept: PROGRAM FOR THE GIFTED - 067	$5,500.00	$0.00	$0.00	$5,500.00	$0.00	$5,500.00	100.00%
01.300.069.2330.02.08	VOCATIONAL INSTRUCTIONAL ASSIS	$0.00	$484.56	$484.56	($484.56)	$215.44	($700.00)	0.00%
	Dept: VOCATIONAL INSTRUCTION - 069	$0.00	$484.56	$484.56	($484.56)	$215.44	($700.00)	0.00%
01.300.070.3510.01.03	ATHLETIC DIRECTOR	$58,348.47	$51,275.76	$51,275.76	$7,072.71	$6,688.24	$384.47	0.66%
01.300.070.3510.02.07	CLERICAL	$0.00	$96.80	$96.80	($96.80)	$0.00	($96.80)	0.00%
01.300.070.3510.02.09	ATHLETIC CLERICAL	$19,456.40	$13,536.90	$13,536.90	$5,919.50	$6,016.30	($96.80)	-0.50%
01.300.070.3510.03.05	COACHES	$227,068.00	$217,003.00	$217,003.00	$10,065.00	$0.00	$10,065.00	4.43%
01.300.070.3510.03.07	ATHLETIC TRAINER	$30,000.00	$28,000.00	$28,000.00	$2,000.00	$0.00	$2,000.00	6.67%
01.300.070.3510.04.35	SUPPLIES GAME EXPENSES	$5,000.00	$14,520.00	$14,520.00	($9,520.00)	$0.00	($9,520.00)	-190.40%
	Dept: ATHLETICS - 070	$339,872.87	$324,432.46	$324,432.46	$15,440.41	$12,704.54	$2,735.87	0.80%
01.300.076.3200.01.11	NURSE SHS	$71,628.00	$52,624.89	$52,624.89	$19,003.11	$22,707.16	($3,704.05)	-5.17%
01.300.076.3200.04.11	Physician Contracted Service H	$0.00	$0.00	$0.00	$0.00	$1,260.00	($1,260.00)	0.00%

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
01.300.076.3200.05.25	SUPPLIES	$5,500.00	$3,629.75	$3,629.75	$1,870.25	$0.00	$1,870.25	34.00%
	Dept: HEALTH SERVICES - 076	$77,128.00	$56,254.64	$56,254.64	$20,873.36	$23,967.16	($3,093.80)	-4.01%
01.300.079.3300.04.14	TRANSPORTATION REGULAR DAY	$1,947,000.00	$1,617,012.00	$1,617,012.00	$329,988.00	$324,648.00	$5,340.00	0.27%
01.300.079.3300.04.80	TRANSPORTATION REG DAY - CONTR	($1,182,000.00)	($1,182,000.00)	($1,182,000.00)	$0.00	$0.00	$0.00	0.00%
	Dept: TRANSPORTATION - 079	$765,000.00	$435,012.00	$435,012.00	$329,988.00	$324,648.00	$5,340.00	0.70%
01.300.085.2305.01.03	SATURDAY SCHOOL/DETENTION	$6,000.00	$1,125.00	$1,125.00	$4,875.00	$0.00	$4,875.00	81.25%
01.300.085.3520.06.36	GRADUATION EXPENSES	$7,000.00	$2,926.85	$2,926.85	$4,073.15	$3,100.03	$973.12	13.90%
01.300.085.3523.06.36	NATIONAL HONOR SOCIETY	$1,000.00	$757.19	$757.19	$242.81	$0.00	$242.81	24.28%
01.300.085.3527.06.36	AWARDS	$1,750.00	$0.00	$0.00	$1,750.00	$0.00	$1,750.00	100.00%
	Dept: MISCELLANEOUS - 085	$15,750.00	$4,809.04	$4,809.04	$10,940.96	$3,100.03	$7,840.93	49.78%
01.300.088.4110.01.02	DIRECTOR OF FACILITIES	$54,867.03	$42,869.87	$42,869.87	$11,997.16	$11,997.16	$0.00	0.00%
01.300.088.4110.01.10	FACILITIES AND MAINTENANCE (DA	$129,891.00	$87,925.86	$87,925.86	$41,965.14	$15,030.78	$26,934.36	20.74%
01.300.088.4110.02.10	CUSTODIAL (DAY) & GROUNDS	$99,931.00	$85,102.71	$85,102.71	$14,828.29	$11,920.97	$2,907.32	2.91%
01.300.088.4110.03.10	CUSTODIAL (NIGHT) HS	$272,469.00	$193,318.27	$193,318.27	$79,150.73	$28,805.73	$50,345.00	18.48%
01.300.088.4110.03.34	OVERTIME AND SUBSTITUTES HS	$10,000.00	$26,918.34	$26,918.34	($16,918.34)	$0.00	($16,918.34)	-169.18%
01.300.088.4110.05.26	CHEMICALS	$18,500.00	$5,558.75	$5,558.75	$12,941.25	$0.00	$12,941.25	69.95%
01.300.088.4111.03.10	CUSTODIAL/ MAINTENANCE PR	$0.00	$3,934.04	$3,934.04	($3,934.04)	$0.00	($3,934.04)	0.00%
01.300.088.4111.05.26	PAPER	$24,000.00	$19,355.80	$19,355.80	$4,644.20	$644.20	$4,000.00	16.67%
01.300.088.4112.03.10	CUSTODIAL SUPERVISORS PR	$0.00	$43,041.38	$43,041.38	($43,041.38)	$6,867.00	($49,908.38)	0.00%
01.300.088.4112.05.26	LIGHTING	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%
01.300.088.4113.03.10	CUSTODIAL STAFF	$0.00	$3,401.21	$3,401.21	($3,401.21)	$126.00	($3,527.21)	0.00%
01.300.088.4116.05.26	MISCELLANEOUS	$0.00	$35.00	$35.00	($35.00)	$0.00	($35.00)	0.00%
01.300.088.4130.04.15	TELEPHONE	$30,200.00	$10,388.55	$10,388.55	$19,811.45	$2,711.45	$17,100.00	56.62%
01.300.088.4130.04.18	GAS HS	$0.00	$180,004.33	$180,004.33	($180,004.33)	$7,094.55	($187,098.88)	0.00%
01.300.088.4132.04.18	GAS SHS	$161,000.00	$0.00	$0.00	$161,000.00	$0.00	$161,000.00	100.00%
01.300.088.4133.04.19	WATER/SEWERAGE	$75,000.00	$69,569.50	$69,569.50	$5,430.50	$0.00	$5,430.50	7.24%
01.300.088.4137.04.16	ELECTRICITY SHS	$486,860.00	$323,576.78	$323,576.78	$163,283.22	$285,810.11	($122,526.89)	-25.17%
01.300.088.4138.04.16	ELECTRICITY JHS	$0.00	($12,435.71)	($12,435.71)	$12,435.71	$0.00	$12,435.71	0.00%
01.300.088.4210.04.32	MAINTENANCE OF GROUNDS	$94,000.00	$112,643.73	$112,643.73	($18,643.73)	$4,976.30	($23,620.03)	-25.13%
01.300.088.4220.04.32	MAINTENANCE OF BUILDING	$185,000.00	$302,162.08	$302,162.08	($117,162.08)	$38,438.33	($155,600.41)	-84.11%
01.300.088.4230.04.29	MAINTENANCE OF EQUIPMENT	$0.00	$9,061.96	$9,061.96	($9,061.96)	$0.00	($9,061.96)	0.00%
	Dept: OPERATION & MAINTENANCE - 088	$1,645,718.03	$1,506,432.45	$1,506,432.45	$139,285.58	$414,422.58	($275,137.00)	-16.72%
01.300.091.1110.04.36	OPEB ACTUARIAL REVIEW	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
01.300.091.5101.06.38	EMPLOYER FICA MEDICARE TAX	$209,000.00	$186,169.97	$186,169.97	$22,830.03	$154.02	$22,676.01	10.85%
01.300.091.5102.06.38	PLYMOUTH COUNTY RETIREMENT	$1,065,170.00	$1,065,170.00	$1,065,170.00	$0.00	$0.00	$0.00	0.00%
01.300.091.5104.06.38	OPEB FUNDING	$25,000.00	$0.00	$0.00	$25,000.00	$0.00	$25,000.00	100.00%
01.300.091.5203.06.38	LINCOLN NATIONAL LIFE INSURANC	$40,000.00	$34,662.75	$34,662.75	$5,337.25	$7,642.92	($2,305.67)	-5.76%
01.300.091.5207.06.38	B/C,B/S,MEDEX,PILG HLTH ACTIVE	$1,945,830.00	$1,958,148.80	$1,958,148.80	($12,318.80)	($12,318.80)	$0.00	0.00%
01.300.091.5250.06.38	HEALTH INS PREM RETIREES	$286,000.00	$286,000.00	$286,000.00	$0.00	$0.00	$0.00	0.00%
01.300.091.5260.06.38	WORKERS COMP	$88,000.00	$79,436.00	$79,436.00	$8,564.00	$0.00	$8,564.00	9.73%
01.300.091.5261.06.38	OWNERS LIABILITY INSURANCE	$68,000.00	$65,898.00	$65,898.00	$2,102.00	$0.00	$2,102.00	3.09%
01.300.091.5262.06.38	PROPERTY INSURANCE	$196,000.00	$203,996.24	$203,996.24	($7,996.24)	$0.00	($7,996.24)	-4.08%
01.300.091.5263.06.38	UNEMPLOYMENT DUA	$35,000.00	$15,896.01	$15,896.01	$19,103.99	$4,103.99	$15,000.00	42.86%
01.300.091.5266.06.38	EMPLOYER FSA (2020 CBA) EXPENS	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	100.00%
01.300.091.5500.06.36	BANK SERVICE CHARGES/PENALTIES	$2,500.00	$650.00	$650.00	$1,850.00	$0.00	$1,850.00	74.00%
	Dept: FIXED CHARGES - 091	$3,975,500.00	$3,896,027.77	$3,896,027.77	$79,472.23	($417.87)	$79,890.10	2.01%

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
01.300.093.2130.03.04	TECH SUPPORT SPECIALIST	$192,932.85	$148,802.22	$148,802.22	$44,130.63	$44,130.63	$0.00	0.00%
01.300.093.2130.05.23	EDUCATIONAL EQUIPT	$20,000.00	$54,198.00	$54,198.00	($34,198.00)	$0.00	($34,198.00)	-170.99%
01.300.093.2300.05.23	SOFTWARE	$0.00	$162.49	$162.49	($162.49)	$0.00	($162.49)	0.00%
01.300.093.2300.08.23	SUPPLIES	$0.00	$7,426.00	$7,426.00	($7,426.00)	$0.00	($7,426.00)	0.00%
01.300.093.2304.04.33	TRAINING IN SERVICE	$0.00	$499.00	$499.00	($499.00)	$0.00	($499.00)	0.00%
01.300.093.2430.05.23	SOFTWARE TECHNOLOGY	$0.00	$1,098.30	$1,098.30	($1,098.30)	$0.00	($1,098.30)	0.00%
01.300.093.2455.05.23	SOFTWARE	$30,000.00	$82,759.32	$82,759.32	($52,759.32)	$0.00	($52,759.32)	-175.86%
01.300.093.4130.04.15	TELEPHONE	$19,000.00	$34,857.45	$34,857.45	($15,857.45)	$0.00	($15,857.45)	-83.46%
01.300.093.4230.04.29	MAINTENANCE OF EQUIPMENT	$4,000.00	$9,499.10	$9,499.10	($5,499.10)	$3,120.00	($8,619.10)	-215.48%
	Dept: TECHNOLOGY LAB - 093	$265,932.85	$339,301.88	$339,301.88	($73,369.03)	$47,250.63	($120,619.66)	-45.36%
01.300.100.1435.04.36	LEGAL SERVICES	$7,000.00	$4,149.50	$4,149.50	$2,850.50	$2,850.50	$0.00	0.00%
01.300.100.2105.04.33	ASSOCIATION DUES	$750.00	$2,981.49	$2,981.49	($2,231.49)	$200.00	($2,431.49)	-324.20%
01.300.100.2106.06.37	RTI TRAINING	$7,250.00	$1,621.52	$1,621.52	$5,628.48	$0.00	$5,628.48	77.63%
01.300.100.2107.06.37	TRAVEL	$1,000.00	$898.60	$898.60	$101.40	$608.70	($507.30)	-50.73%
01.300.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	$70,000.00	$52,499.86	$52,499.86	$17,500.14	$17,500.14	$0.00	0.00%
01.300.100.2110.02.09	ADMINISTRATIVE ASST	$35,238.08	$35,241.95	$35,241.95	($3.87)	$7,976.95	($7,980.82)	-22.65%
01.300.100.2350.01.03	PROFESSIONAL DEVELOPMENT - STU	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
01.300.100.4130.04.15	TELEPHONE	$700.00	$262.88	$262.88	$437.12	$191.90	$245.22	35.03%
01.300.100.4230.04.31	SOFTWARE LICENSES	$7,900.00	$3,635.47	$3,635.47	$4,264.53	$0.00	$4,264.53	53.98%
	Dept: SPECIAL EDUC ADMINISTRATION - 100	$132,838.08	$101,291.27	$101,291.27	$31,546.81	$29,328.19	$2,218.62	1.67%
01.300.102.2358.04.33	PROF DEVELOPMENT - CONSULTANT	$0.00	$4,889.00	$4,889.00	($4,889.00)	$0.00	($4,889.00)	0.00%
	Dept: PROJECT GROW - 102	$0.00	$4,889.00	$4,889.00	($4,889.00)	$0.00	($4,889.00)	0.00%
01.300.103.2303.02.08	PARAPROFESSIONAL	$0.00	$22,469.69	$22,469.69	($22,469.69)	$9,986.51	($32,456.20)	0.00%
01.300.103.2305.01.03	TEACHER SALARIES	$657,952.00	$456,537.65	$456,537.65	$201,414.35	$202,446.52	($1,032.17)	-0.16%
01.300.103.2330.03.08	PARAPROFESSIONAL	$412,473.74	$255,317.03	$255,317.03	$157,156.71	$113,923.18	$43,233.53	10.48%
01.300.103.2415.05.24	SUPPLIES/MATERIALS	$1,100.00	$949.37	$949.37	$150.63	$0.00	$150.63	13.69%
01.300.103.2420.05.24	EDUCATIONAL EQUIPT	$5,000.00	$4,372.56	$4,372.56	$627.44	$0.00	$627.44	12.55%
	Dept: LEARNING SUPPORT CENTER 1 SHS - 103	$1,076,525.74	$739,646.30	$739,646.30	$336,879.44	$326,356.21	$10,523.23	0.98%
01.300.106.2130.05.24	EDUCATIONAL EQUIPMENT	$500.00	$442.86	$442.86	$57.14	$0.00	$57.14	11.43%
01.300.106.2305.01.03	TEACHER SALARIES	$66,376.00	$40,954.14	$40,954.14	$25,421.86	$18,201.86	$7,220.00	10.88%
01.300.106.2330.03.08	PARAPROFESSIONAL	$0.00	$4,618.21	$4,618.21	($4,618.21)	$116.73	($4,734.94)	0.00%
01.300.106.2415.05.24	SUPPLIES/MATERIALS	$500.00	$83.12	$83.12	$416.88	$0.00	$416.88	83.38%
01.300.106.4230.04.31	SOFTWARE LICENSES	$12,000.00	$10,754.74	$10,754.74	$1,245.26	$0.00	$1,245.26	10.38%
	Dept: INDIVIDUAL SERVICES PROGRAM - 106	$79,376.00	$56,853.07	$56,853.07	$22,522.93	$18,318.59	$4,204.34	5.30%
01.300.118.2305.01.03	TEACHER SALARIES	$63,860.40	$44,782.50	$44,782.50	$19,077.90	$19,649.30	($571.40)	-0.89%
01.300.118.2415.05.24	SUPPLIES/MATERIALS	$500.00	$95.00	$95.00	$405.00	$405.00	$0.00	0.00%
	Dept: SPEECH - 118	$64,360.40	$44,877.50	$44,877.50	$19,482.90	$20,054.30	($571.40)	-0.89%
01.300.121.2100.02.09	CLERICAL STAFF	$51,035.95	$35,778.70	$35,778.70	$15,257.25	$15,257.25	$0.00	0.00%
01.300.121.2110.05.24	SUPPLIES	$250.00	$154.86	$154.86	$95.14	$83.74	$11.40	4.56%
01.300.121.2301.04.35	CONTRACTED SERVICE	$0.00	$225.76	$225.76	($225.76)	$0.00	($225.76)	0.00%
01.300.121.2415.04.36	EXTENDED YEAR SERVICES	$37,000.00	$43,119.39	$43,119.39	($6,119.39)	$0.00	($6,119.39)	-16.54%
01.300.121.2800.04.35	SPECIALIZED INSTRUCTION	$25,000.00	$13,493.60	$13,493.60	$11,506.40	$10,793.61	$712.79	2.85%
01.300.121.2800.04.36	THERAPY SERVICES	$79,000.00	$72,277.44	$72,277.44	$6,722.56	$19,129.74	($12,407.18)	-15.71%
01.300.121.3200.04.11	NURSE SERVICES CONTRACTED	$57,000.00	$27,356.54	$27,356.54	$29,643.46	$17,643.46	$12,000.00	21.05%
	Dept: SUPPORT SERVICES - 121	$249,285.95	$192,406.29	$192,406.29	$56,879.66	$62,907.80	($6,028.14)	-2.42%

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
01.300.124.2415.04.35	TUTORIAL SERVICES	$8,000.00	$15,460.89	$15,460.89	($7,460.89)	$1,215.36	($8,676.25)	-108.45%
	Dept: HOME TUTOR - 124	$8,000.00	$15,460.89	$15,460.89	($7,460.89)	$1,215.36	($8,676.25)	-108.45%
01.300.127.2420.05.24	EDUCATIONAL EQUIPT	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00	100.00%
01.300.127.2710.01.03	Social Worker HS	$167,072.00	$113,032.58	$113,032.58	$54,039.42	$44,268.87	$9,770.55	5.85%
01.300.127.2800.01.03	SCHOOL PSYCHOLOGIST HS	$0.00	$51,568.85	$51,568.85	($51,568.85)	$22,740.00	($74,308.85)	0.00%
01.300.127.2800.05.24	SUPPLIES	$1,500.00	$891.71	$891.71	$608.29	$360.00	$248.29	16.55%
01.300.127.2801.01.03	SCHOOL PSYCHOLOGIST	$73,905.00	$0.00	$0.00	$73,905.00	$0.00	$73,905.00	100.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	$242,977.00	$165,493.14	$165,493.14	$77,483.86	$67,368.87	$10,114.99	4.16%
01.300.130.3300.03.12	TRANS/DRIVER	$0.00	$390.00	$390.00	($390.00)	$0.00	($390.00)	0.00%
01.300.130.3300.04.12	TRANS/INTEGRATED	$91,200.00	$51,763.42	$51,763.42	$39,436.58	$10,801.94	$28,634.64	31.40%
01.300.130.3300.04.14	TRANS/MCKINNEY VENTO	$11,400.00	$39,708.40	$39,708.40	($28,308.40)	$8,581.60	($36,890.00)	-323.60%
01.300.130.3300.06.14	TRANS/EXTRA CURRICULAR	$20,520.00	$5,471.00	$5,471.00	$15,049.00	$15,049.00	$0.00	0.00%
	Dept: SPED PUPIL TRANSPORTATION - 130	$123,120.00	$97,332.82	$97,332.82	$25,787.18	$34,432.54	($8,645.36)	-7.02%
01.300.133.9300.04.13	Tuition to Non-Public Schools	$6,400.00	$0.00	$0.00	$6,400.00	$0.00	$6,400.00	100.00%
	Dept: SPED PROGRAM WITH OTHERS - 133	$6,400.00	$0.00	$0.00	$6,400.00	$0.00	$6,400.00	100.00%
01.300.500.8100.04.40	Debt Retirement/Sch Constructi	$665,000.00	$620,000.00	$620,000.00	$45,000.00	$0.00	$45,000.00	6.77%
01.300.500.8100.04.41	Debt Retirement/Sch Constructi	($26,521.00)	($26,521.00)	($26,521.00)	$0.00	$0.00	$0.00	0.00%
01.300.500.8200.04.40	Debt Service/Sch Construction	$22,966.00	$12,400.00	$12,400.00	$10,566.00	$0.00	$10,566.00	46.01%
	Dept: DEBT SERV CAPITAL SHORT TERM - 500	$661,445.00	$605,879.00	$605,879.00	$55,566.00	$0.00	$55,566.00	8.40%
01.301.004.5150.01.36	Professional Salaries - Retire	$0.00	$0.00	$0.00	$0.00	$17,917.00	($17,917.00)	0.00%
	Dept: SUPERINTENDENTS OFFICE - 004	$0.00	$0.00	$0.00	$0.00	$17,917.00	($17,917.00)	0.00%
01.301.007.2120.01.04	TEAM LEADERS	$5,000.00	$3,750.00	$3,750.00	$1,250.00	$0.00	$1,250.00	25.00%
01.301.007.2203.05.22	SUPPLIES GENERAL SCHOOL JHS	$0.00	$6,110.24	$6,110.24	($6,110.24)	$72.80	($6,183.04)	0.00%
01.301.007.2208.05.22	POSTAGE JHS	$0.00	$2,332.16	$2,332.16	($2,332.16)	$210.72	($2,542.88)	0.00%
01.301.007.2210.01.02	PRINCIPAL JHS	$137,706.62	$120,592.45	$120,592.45	$17,114.17	$15,729.55	$1,384.62	1.01%
01.301.007.2210.02.09	PRINCIPAL SECRETARY	$108,933.70	$87,112.02	$87,112.02	$21,821.68	$19,321.68	$2,500.00	2.29%
01.301.007.2210.04.22	PRINTING SERVICES JHS	$2,500.00	$1,511.19	$1,511.19	$988.81	$0.00	$988.81	39.55%
01.301.007.2210.04.33	ASSOCIATION DUES JHS	$1,350.00	$698.00	$698.00	$652.00	$0.00	$652.00	48.30%
01.301.007.2210.05.21	PRINCIPAL TECHNOLOGY	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00	100.00%
01.301.007.2210.05.22	SUPPLIES - JHS ADMIN	$4,900.00	$1,345.93	$1,345.93	$3,554.07	$0.00	$3,554.07	72.53%
01.301.007.2210.05.24	COMPUTER SUPPLIES	$150.00	$0.00	$0.00	$150.00	$0.00	$150.00	100.00%
01.301.007.2210.05.25	SUPPLIES GENERAL SCHOOL	$7,500.00	$0.00	$0.00	$7,500.00	$0.00	$7,500.00	100.00%
01.301.007.2210.05.26	POSTAGE	$3,100.00	$0.00	$0.00	$3,100.00	$0.00	$3,100.00	100.00%
01.301.007.2210.06.33	IN SERVICE JHS	$750.00	$825.00	$825.00	($75.00)	$0.00	($75.00)	-10.00%
01.301.007.2210.06.37	TRAVEL/CONFERENCES	$3,600.00	$2,413.05	$2,413.05	$1,186.95	$202.54	$984.41	27.34%
01.301.007.2211.04.33	PROFESSIONAL BOOKS JHS	$100.00	$0.00	$0.00	$100.00	$0.00	$100.00	100.00%
01.301.007.2211.05.22	SUPPLIES-COPYING	$0.00	$4,023.75	$4,023.75	($4,023.75)	$0.00	($4,023.75)	0.00%
01.301.007.2231.01.02	MS ASST PRINCIPAL	$127,587.13	$111,714.46	$111,714.46	$15,872.67	$16,071.54	($198.87)	-0.16%
01.301.007.2250.05.22	PRINCIPALS TECHNOLOGY	$1,300.00	$558.10	$558.10	$741.90	$159.90	$582.00	44.77%
01.301.007.2330.02.08	AIDES SUPERVISORY JHS	$13,441.50	$11,837.41	$11,837.41	$1,604.09	$1,543.96	$60.13	0.45%
01.301.007.2356.05.23	PROFESSIONAL DEVELOPMENT	$10,790.00	$244.00	$244.00	$10,546.00	$0.00	$10,546.00	97.74%
01.301.007.3600.04.35	SCHOOL RESOURCE OFFICER	$47,000.00	$47,000.00	$47,000.00	$0.00	$0.00	$0.00	0.00%
01.301.007.4230.04.28	MAINTENANCE OF EQUIPMENT JHS	$1,500.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00	100.00%
01.301.007.5300.04.28	COPIER RENTAL	$8,400.00	$7,671.29	$7,671.29	$728.71	$0.00	$728.71	8.68%

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

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: SCHOOL ADMINISTRATION - 007	$487,608.95	$409,739.05	$409,739.05	$77,869.90	$53,312.69	$24,557.21	5.04%
01.301.010.2324.01.34	LONG TERM SUBS JHS - PROFESSIO	$0.00	$22,438.78	$22,438.78	($22,438.78)	$0.00	($22,438.78)	0.00%
01.301.010.2324.03.34	LONG TERM SUBS JHS - OTHER	$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$30,000.00	100.00%
01.301.010.2325.03.34	SUBSTITUTES - JHS	$50,000.00	$54,629.80	$54,629.80	($4,629.80)	$0.00	($4,629.80)	-9.26%
01.301.010.2356.04.03	TUITION REIMBURSEMENT JHS	$10,000.00	$6,553.45	$6,553.45	$3,446.55	$1,779.20	$1,667.35	16.67%
01.301.010.2356.06.37	TRAVEL/CONFERENCES JHS	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00	100.00%
	Dept: PRESCHOOL - 010	$90,500.00	$83,622.03	$83,622.03	$6,877.97	$1,779.20	$5,098.77	5.63%
01.301.016.2305.01.03	TEACHER SALARIES JHS	$97,796.00	$67,705.02	$67,705.02	$30,090.98	$30,090.98	$0.00	0.00%
01.301.016.2415.05.23	SUPPLIES/MATERIALS JHS	$3,250.00	$2,427.39	$2,427.39	$822.61	$0.00	$822.61	25.31%
	Dept: ART - 016	$101,046.00	$70,132.41	$70,132.41	$30,913.59	$30,090.98	$822.61	0.81%
01.301.024.2305.01.03	TEACHERS	$10,341.50	$0.00	$0.00	$10,341.50	$0.00	$10,341.50	100.00%
01.301.024.2415.05.23	SUPPLIES/MATERIALS JHS	$3,250.00	$10.74	$10.74	$3,239.26	$0.00	$3,239.26	99.67%
	Dept: ELL PROGRAM - 024	$13,591.50	$10.74	$10.74	$13,580.76	$0.00	$13,580.76	99.92%
01.301.025.2305.01.03	TEACHER SALARIES JHS	$614,111.00	$419,198.23	$419,198.23	$194,912.77	$186,055.64	$8,857.13	1.44%
01.301.025.2415.05.23	SUPPLIES JHS	$3,250.00	$767.82	$767.82	$2,482.18	$0.00	$2,482.18	76.37%
	Dept: ENGLISH - 025	$617,361.00	$419,966.05	$419,966.05	$197,394.95	$186,055.64	$11,339.31	1.84%
01.301.027.2305.01.03	TEACHER SALARIES JHS	$320,200.00	$219,554.76	$219,554.76	$100,645.24	$97,325.68	$3,319.56	1.04%
01.301.027.2415.05.23	SUPPLIES JHS	$3,250.00	$843.80	$843.80	$2,406.20	$0.00	$2,406.20	74.04%
	Dept: WORLD LANGUAGES - 027	$323,450.00	$220,398.56	$220,398.56	$103,051.44	$97,325.68	$5,725.76	1.77%
01.301.028.2710.01.03	COUNSELORS JHS	$205,053.00	$143,334.41	$143,334.41	$61,718.59	$62,244.97	($526.38)	-0.26%
01.301.028.2710.05.23	SUPPLIES JHS	$3,250.00	$104.80	$104.80	$3,145.20	$0.00	$3,145.20	96.78%
01.301.028.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	$0.00	$119.16	$119.16	($119.16)	$55.84	($175.00)	0.00%
	Dept: GUIDANCE - 028	$208,303.00	$143,558.37	$143,558.37	$64,744.63	$62,300.81	$2,443.82	1.17%
01.301.037.2305.01.03	TEACHER SALARIES JHS	$432,489.00	$292,810.86	$292,810.86	$139,678.14	$130,138.07	$9,540.07	2.21%
01.301.037.2415.05.23	SUPPLIES JHS	$3,250.00	$2,677.23	$2,677.23	$572.77	$0.00	$572.77	17.62%
	Dept: MATHEMATICS - 037	$435,739.00	$295,488.09	$295,488.09	$140,250.91	$130,138.07	$10,112.84	2.32%
01.301.040.2340.01.03	LIBRARIAN JHS	$109,063.00	$76,090.13	$76,090.13	$32,972.87	$33,557.86	($584.99)	-0.54%
01.301.040.2340.05.23	SUPPLIES JHS	$0.00	$5,053.18	$5,053.18	($5,053.18)	$0.00	($5,053.18)	0.00%
01.301.040.2415.05.23	SUPPLIES - JHS LIBRARY	$3,250.00	$0.00	$0.00	$3,250.00	$0.00	$3,250.00	100.00%
01.301.040.2415.06.33	ASSOCIATION DUES JHS	$0.00	$339.00	$339.00	($339.00)	$0.00	($339.00)	0.00%
01.301.040.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	$0.00	$1,188.00	$1,188.00	($1,188.00)	$0.00	($1,188.00)	0.00%
	Dept: MEDIA SERVICES - 040	$112,313.00	$82,670.31	$82,670.31	$29,642.69	$33,557.86	($3,915.17)	-3.49%
01.301.043.2104.03.09	ACCOMPANIST JHS	$500.00	$500.00	$500.00	$0.00	$0.00	$0.00	0.00%
01.301.043.2305.01.03	TEACHER SALARIES JHS	$191,097.00	$132,782.78	$132,782.78	$58,314.22	$58,799.16	($484.94)	-0.25%
01.301.043.2309.04.33	PROFESSIONAL ASSOC/DUES JHS	$0.00	$148.00	$148.00	($148.00)	$0.00	($148.00)	0.00%
01.301.043.2430.05.23	Supplies	$3,250.00	$2,969.25	$2,969.25	$280.75	$219.77	$60.98	1.88%
01.301.043.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	$0.00	$1,581.94	$1,581.94	($1,581.94)	$1,370.06	($2,952.00)	0.00%
	Dept: MUSIC - 043	$194,847.00	$137,981.97	$137,981.97	$56,865.03	$60,388.99	($3,523.96)	-1.81%
01.301.049.2305.01.03	TEACHER SALARIES JHS	$280,397.00	$181,811.40	$181,811.40	$98,585.60	$80,547.82	$18,037.78	6.43%
01.301.049.2430.05.23	Supplies	$3,250.00	$2,668.17	$2,668.17	$581.83	$0.00	$581.83	17.90%
	Dept: PHYSICAL EDUCATION - 049	$283,647.00	$184,479.57	$184,479.57	$99,167.43	$80,547.82	$18,619.61	6.56%

FY24-25 APPROVED BUDGET

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025 ☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.052.2305.01.03	TEACHER SALARIES JHS	$573,060.00	$390,992.76	$390,992.76	$182,067.24	$173,774.24	$8,293.00	1.45%
01.301.052.2307.06.37	TRAVEL AND CONFERENCES JHS	$0.00	$43.96	$43.96	($43.96)	$0.00	($43.96)	0.00%
01.301.052.2415.05.23	PHYSICAL SUPPLIES JHS	$3,250.00	$4,407.66	$4,407.66	($1,157.66)	$0.00	($1,157.66)	-35.62%
	Dept: SCIENCE-TECHNOLOGY PROGRAM - 052	$576,310.00	$395,444.38	$395,444.38	$180,865.62	$173,774.24	$7,091.38	1.23%
01.301.055.2300.05.23	SUPPLIES JHS	$0.00	($1,803.87)	($1,803.87)	$1,803.87	$1,803.87	$0.00	0.00%
01.301.055.2305.01.03	TEACHER SALARIES JHS	$300,773.00	$260,289.46	$260,289.46	$40,483.54	$115,202.79	($74,719.25)	-24.84%
01.301.055.2430.05.23	General Supplies	$3,250.00	$1,318.68	$1,318.68	$1,931.32	$0.00	$1,931.32	59.43%
	Dept: SOCIAL STUDIES - 055	$304,023.00	$259,804.27	$259,804.27	$44,218.73	$117,006.66	($72,787.93)	-23.94%
01.301.058.3520.01.04	SUPERVISION JHS	$14,379.00	$1,410.00	$1,410.00	$12,969.00	$27,411.50	($14,442.50)	-100.44%
01.301.058.3520.06.36	ACADEMIC COMPETITION	$3,250.00	$0.00	$0.00	$3,250.00	$0.00	$3,250.00	100.00%
01.301.058.3522.06.36	ACADEMIC COMPETITION JHS	$0.00	$0.00	$0.00	$0.00	$1,200.00	($1,200.00)	0.00%
	Dept: EXTRA CURRICULAR - 058	$17,629.00	$1,410.00	$1,410.00	$16,219.00	$28,611.50	($12,392.50)	-70.30%
01.301.070.3510.01.07	INTRAMURAL COORDINATOR JHS	$2,500.00	$0.00	$0.00	$2,500.00	$2,437.00	$63.00	2.52%
01.301.070.3510.03.07	INTRAMURAL SUPERVISION JHS	$7,500.00	$6,854.40	$6,854.40	$645.60	$0.00	$645.60	8.61%
01.301.070.3510.05.23	SUPPLIES JHS	$3,250.00	$1,104.43	$1,104.43	$2,145.57	$0.00	$2,145.57	66.02%
	Dept: ATHLETICS - 070	$13,250.00	$7,958.83	$7,958.83	$5,291.17	$2,437.00	$2,854.17	21.54%
01.301.076.3200.01.11	NURSE JHS	$104,403.00	$73,494.00	$73,494.00	$30,909.00	$32,124.00	($1,215.00)	-1.16%
01.301.076.3200.04.11	PHYSICIAN CONTRACTED SERVICE	$1,500.00	$0.00	$0.00	$1,500.00	$1,334.00	$166.00	11.07%
01.301.076.3200.05.25	SUPPLIES HEALTH JHS	$3,250.00	$2,127.75	$2,127.75	$1,122.25	$35.71	$1,086.54	33.43%
	Dept: HEALTH SERVICES - 076	$109,153.00	$75,621.75	$75,621.75	$33,531.25	$33,493.71	$37.54	0.03%
01.301.085.2305.01.03	HOMEWORK CLUB INSTRUCTOR JHS	$2,400.00	$0.00	$0.00	$2,400.00	$0.00	$2,400.00	100.00%
01.301.085.3520.06.36	PROGRAM TRAVEL AND CONFERENC	$7,000.00	$0.00	$0.00	$7,000.00	$0.00	$7,000.00	100.00%
01.301.085.3527.06.36	AWARDS JHS	$750.00	$0.00	$0.00	$750.00	$750.00	$0.00	0.00%
01.301.085.3528.06.36	JHS FINO AND DETENTION PROCTOR	$6,000.00	$1,485.00	$1,485.00	$4,515.00	$0.00	$4,515.00	75.25%
01.301.085.3529.06.36	SURVIVAL PROGRAM JHS	$7,950.00	$7,950.00	$7,950.00	$0.00	$0.00	$0.00	0.00%
	Dept: MISCELLANEOUS - 085	$24,100.00	$9,435.00	$9,435.00	$14,665.00	$750.00	$13,915.00	57.74%
01.301.088.4110.03.10	CUSTODIAL (NIGHT) JHS	$153,898.00	$133,949.70	$133,949.70	$19,948.30	$17,472.06	$2,476.24	1.61%
	Dept: OPERATION & MAINTENANCE - 088	$153,898.00	$133,949.70	$133,949.70	$19,948.30	$17,472.06	$2,476.24	1.61%
01.301.093.2300.05.23	SOFTWARE JHS	$30,000.00	$3,165.00	$3,165.00	$26,835.00	$4,699.98	$22,135.02	73.78%
01.301.093.2300.08.23	SUPPLIES	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00	100.00%
01.301.093.2420.05.23	EDUCATIONAL EQUIPT JHS	$80,000.00	$3,745.00	$3,745.00	$76,255.00	$0.00	$76,255.00	95.32%
01.301.093.4130.04.15	TELEPHONE COMPUTER JHS	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00	100.00%
01.301.093.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	$4,000.00	$1,152.00	$1,152.00	$2,848.00	$0.00	$2,848.00	71.20%
	Dept: TECHNOLOGY LAB - 093	$124,000.00	$8,062.00	$8,062.00	$115,938.00	$4,699.98	$111,238.02	89.71%
01.301.103.2300.01.03	PROFESSIONAL SALARIES	$1,200.00	$0.00	$0.00	$1,200.00	$0.00	$1,200.00	100.00%
	Dept: LEARNING SUPPORT CENTER 1 SHS - 103	$1,200.00	$0.00	$0.00	$1,200.00	$0.00	$1,200.00	100.00%
01.301.109.2303.02.08	PARAPROFESSIONAL	$0.00	$20,598.77	$20,598.77	($20,598.77)	$9,155.01	($29,753.78)	0.00%
01.301.109.2305.01.03	TEACHER SALARY JHS	$397,568.00	$269,466.30	$269,466.30	$128,101.70	$119,762.70	$8,339.00	2.10%
01.301.109.2315.05.24	SUPPLIES JHS	$100.00	$53.20	$53.20	$46.80	$0.00	$46.80	46.80%
01.301.109.2330.03.08	PARAPROFESSIONAL JHS	$143,397.84	$84,345.10	$84,345.10	$59,052.74	$35,451.30	$23,601.44	16.46%
	Dept: LEARNING SUPPORT CENTER 2 JHS - 109	$541,065.84	$374,463.37	$374,463.37	$166,602.47	$164,369.01	$2,233.46	0.41%

FY24-25 APPROVED BUDGET

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025 ☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.112.2303.02.08	PARAPROFESSIONAL	$0.00	$6,226.43	$6,226.43	($6,226.43)	$7,115.92	($13,342.35)	0.00%
01.301.112.2305.01.03	TEACHER SALARY JHS	$148,731.00	$129,039.30	$129,039.30	$19,691.70	$57,350.70	($37,659.00)	-25.32%
01.301.112.2315.05.24	SUPPLIES JHS	$200.00	$219.78	$219.78	($19.78)	$0.00	($19.78)	-9.89%
01.301.112.2330.03.08	PARAPROFESSIONAL JHS	$118,015.88	$116,085.23	$116,085.23	$1,930.65	$47,084.82	($45,154.17)	-38.26%
	Dept: INDIVIDUAL SERVICES PROGRAM JHS - 112	$266,946.88	$251,570.74	$251,570.74	$15,376.14	$111,551.44	($96,175.30)	-36.03%
01.301.118.2305.01.03	TEACHER SALARY JHS	$42,573.60	$29,474.10	$29,474.10	$13,099.50	$13,099.54	($0.04)	0.00%
01.301.118.2330.03.08	PARAPROFESSIONAL JHS	$0.00	$2,856.86	$2,856.86	($2,856.86)	$0.00	($2,856.86)	0.00%
01.301.118.2350.04.35	PROFESSIONAL CONSULT JHS	$200.00	$0.00	$0.00	$200.00	$0.00	$200.00	100.00%
	Dept: SPEECH - 118	$42,773.60	$32,330.96	$32,330.96	$10,442.64	$13,099.54	($2,656.90)	-6.21%
01.301.121.2110.02.09	CLERICAL STAFF JHS	$43,662.30	$29,661.30	$29,661.30	$14,001.00	$13,182.90	$818.10	1.87%
	Dept: SUPPORT SERVICES - 121	$43,662.30	$29,661.30	$29,661.30	$14,001.00	$13,182.90	$818.10	1.87%
01.301.127.2710.01.03	SOCIAL WORKER JHS	$195,442.00	$113,657.58	$113,657.58	$81,784.42	$50,514.42	$31,270.00	16.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	$195,442.00	$113,657.58	$113,657.58	$81,784.42	$50,514.42	$31,270.00	16.00%
	Grand Total:	$21,563,474.00	$17,008,098.84	$17,008,098.84	$4,555,375.16	$4,543,102.70	$12,272.46	0.06%

End of Report

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1072 **Voucher Date:** 03/26/2025 Prepared By: Cheryl

Printed: 03/26/2025 12:54:57 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $47,260.80 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 Bank

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
10	ORR SCHOOL LUNCH FUND	$47,260.80
		$47,260.80

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1073 **Voucher Date:** 03/27/2025 Prepared By: Cheryl

Printed: 03/27/2025 12:19:57 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $134,416.11 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$95,850.01
10	ORR SCHOOL LUNCH FUND	$160.27
25	FY25 FEDERAL GRANTS	$14,261.76
35	FY25 STATE GRANTS	$2,338.40
51	REVOLVING - ATHLETICS HS	$19,482.07
59	REVOLVING - PRE-SCHOOL	$92.10

Voucher No: 1073 **Voucher Date:** 03/27/2025

Fund		Amount
60	REVOLVING - PROJECT GROW	$46.50
65	REVOLVING - RMS AFTER SCHOOL	$85.00
69	REVOLVING - ADVERTISING RENTAL	$2,100.00
		$134,416.11

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1074 **Voucher Date:** 03/28/2025 Prepared By: Cheryl

Printed: 03/28/2025 09:03:47 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $9,414.99 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 Bank

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
89	ORR AGENCY ACCOUNTS	$9,414.99
		$9,414.99

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1077 **Voucher Date:** 04/07/2025 Prepared By: Cheryl

Printed: 04/07/2025 12:26:23 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $59,727.16 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 Burke

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$59,727.16
		$59,727.16

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1076 **Voucher Date:** 04/07/2025 Prepared By: Cheryl

Printed: 04/07/2025 11:47:25 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $1,948.55 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 Bailey

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$1,948.55
		$1,948.55

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1078 **Voucher Date:** 04/10/2025 Prepared By: Cheryl

Printed: 04/10/2025 11:56:31 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $378,412.34 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 Burke

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$343,597.34
10	ORR SCHOOL LUNCH FUND	$20,354.73
25	FY25 FEDERAL GRANTS	$1,577.90
35	FY25 STATE GRANTS	$6,607.28
45	FY25 PRIVATE GRANTS	$387.67
51	REVOLVING - ATHLETICS HS	$792.00

Voucher No: 1078 **Voucher Date:** 04/10/2025

Fund		Amount
59	REVOLVING - PRE-SCHOOL	$95.42
60	REVOLVING - PROJECT GROW	$5,000.00
		$378,412.34

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1079 **Voucher Date:** 04/17/2025 Prepared By: Cheryl

Printed: 04/17/2025 08:27:40 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $9,331.22 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 C Barker

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
89	ORR AGENCY ACCOUNTS	$9,331.22
		$9,331.22

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1080 **Voucher Date:** 04/23/2025 Prepared By: Cheryl

Printed: 04/23/2025 01:07:30 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $50,817.67 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
10	ORR SCHOOL LUNCH FUND	$50,817.67
		$50,817.67

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1081 **Voucher Date:** 04/24/2025 Prepared By: Cheryl

Printed: 04/24/2025 10:04:30 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $106,434.47 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$94,993.25
25	FY25 FEDERAL GRANTS	$499.00
35	FY25 STATE GRANTS	$1,880.35
44	FY24 PRIVATE GRANTS	$2,000.00
45	FY25 PRIVATE GRANTS	$96.62
51	REVOLVING - ATHLETICS HS	$6,965.25

Voucher No: 1081 **Voucher Date:** 04/24/2025

Fund	Amount
	$106,434.47

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1082 **Voucher Date:** 05/05/2025 Prepared By: Cheryl

Printed: 05/05/2025 09:52:19 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $1,806.85 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Burt

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$1,806.85
		$1,806.85

Created By: cherylalmeida **Posted By:** cherylalmeida **Date:** 05/05/2025 09:51:59 Page: 1

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1083 **Voucher Date:** 05/05/2025 Prepared By: Cheryl

Printed: 05/05/2025 10:33:05 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $66,240.60 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Burkus

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$66,240.60
		$66,240.60

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1085 **Voucher Date:** 05/07/2025 Prepared By: Cheryl

Printed: 05/07/2025 01:51:29 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $323,497.74 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 Bueler

Michelle Smith	Chairperson
April Nye	Vice-Chairperson
Margaret McSweeny	School Committee Member
Matthew Monteiro	School Committee Member
Joseph Pires	School Committee Member
James Muse	School Committee Member
Frances Kearns	School Committee Member
Robin Rounseville	School Committee Member
Rosemary Bowman	School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	$281,757.78
10	ORR SCHOOL LUNCH FUND	$21,170.79
25	FY25 FEDERAL GRANTS	$8.18
35	FY25 STATE GRANTS	$840.00
45	FY25 PRIVATE GRANTS	$933.47
51	REVOLVING - ATHLETICS HS	$6,626.00

Voucher No: 1085 **Voucher Date:** 05/07/2025

Fund		Amount
60	REVOLVING - PROJECT GROW	$5,046.50
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	$4,555.60
65	REVOLVING - RMS AFTER SCHOOL	$159.42
69	REVOLVING - ADVERTISING RENTAL	$2,400.00
		$323,497.74

Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Food Service Director's Report: May 2025
ORR JR/SR HS

Directors Update:

- Meal participation continues to be strong.
- In the process of procuring foods for the upcoming school year.
- We had a successful Board of Health Inspection.
- We collaborated with Ms. Higgins and one of her student teachers to conduct a walking field trip for our youngest students; giving them a tour of where the kitchen and engaging our students with a hands on activity; making personal pizza's, fresh garden salad and a friendship fruit salad.

Students Receiving Free and Reduced Meals:								
				Free:	251	24 %		
				Reduced:	35	3 %		
Student Meal Participation								
SY 24					SY 25			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	70	3%	1,200	59%	119	4 %	1,295	63 %
September	2,193	11%	11,862	60%	2,115	11 %	13,153	73 %
October	2,636	13%	14,721	71%	3,461	16 %	15,775	73 %
November	2,065	12%	11,940	72%	2,704	16 %	11,226	68 %
December	1,872	12%	10,404	72%	2,465	17 %	9,853	73 %
January	2,520	12%	13,932	68%	3,289	16 %	13,855	73 %
February	1,860	13%	10,293	72%	2,276	16 %	10,324	72 %
March	2,719	14%	13,543	69%	3,109	15 %	14,066	70 %
April	2,271	14%	11,775	73%	2,486	15 %	11,731	73 %
May	3,241	15%	14,252	66%				
June	545	22%	1,672	35%				

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










Hood





Facilities Director's Report: May 2025

Jr/Sr High Schools (Main Campus)

- Awarded Athletic Fields renovation Design contract.
- Stage 2 of digital radio communications integration completed.
- Hosted Mattapoisett Town Meeting.
- Replaced motor, pump and piping on front irrigation well.
- Repaired food service steamer and oven in kitchen.
- Started preparations for Graduation.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

Sincerely,

Gene Jones
Director of Facilities
Office: 508-998-3724 x1954 Cell: 508-509-6763
E-Mail: eugenejones@oldrochester.org
#WEareOR



Superintendent's Newsletter

April 2025

Message of the Month



Dear School Community,

With less than 30 school days remaining in the school year, our classrooms are nearing the end of their journeys together. There are many fun and important events and activities that will occur to bring closure to the school year.

I hope that our parents and guardians join us in celebrating the final weeks of the school year by participating in these events that will showcase all the learning that has happened during the past school year and the relationships that have been built.

As always, I am proud to serve as your Superintendent of Schools.

Respectfully,
Michael S. Nelson
Superintendent of Schools

Pictures of Superintendent School Visits







High School - Credit for Life Fair

RMS Grade 1 Performance

Center Grade 2 Performance



Sippican - Arts in Action



Ms. McManamon's Fly Five Lesson at Center



Ms. Cyr's 4th Grade Class

Office of Teaching and Learning



Congratulations to our ORRHS National Honor Society Inductees:
On Thursday evening, April 17th, in the ORR Auditorium, amongst parents, family, friends, and the school community, twenty-five of Old Rochester Regional High Schools best and brightest were inducted into the National Honor Society (NHS).

ORR English Language Arts educators and National Honor Society co-advisors Randy Allain and Kathleen Brunelle spoke about the symbols of membership: Knowledge, Scholarship, Service, Leadership, and Character. Former English Language Arts educator at the Old Rochester Regional High School, Dr. Megan Hall was the guest speaker. It was extraordinary to watch students take the National Honor Society Oath and be inducted by current members of the ORR National Honor Society.

Credit for Life Fair:
Congratulations to Mr. Devoll, Ms. Millette and high school staff for their work in holding the Credit for Life Fair at the High School this past month. A special thank you to businesses that came to support our students in learning financial literacy through real life examples. An amazing learning experience for our students to be prepared for life after high school.

The Drowsy Chaperone Performance:
On Sunday, April 12th, I was able to attend our high school drama students who had an amazing performance in the musical “the Drowsy Chaperone”. Our extremely talented students were able to bring laughter to the audience while singing and dancing through the show. The musical was very interactive with the audience and so many people were laughing. From tap dancing to solo and group skits, our students had a seamless performance and I along with the audience thoroughly enjoyed it. Congratulations to all!

Exciting Literacy Night at Sippican Elementary!
During Sippican Elementary’s recent Skip the Screen Week, I joined elementary students for a special read-aloud of *Creepy Carrots!* by Aaron Reynolds, illustrated by Peter Brown, at Literacy

Night. The event brought students, families, and educators together to celebrate the joy of reading. The evening also featured engaging activities and a Book Fair, creating a lively atmosphere as students moved between spaces.
This year's Literacy Night theme was "Bluey," encouraging participants to choose books that fit the theme or ones they simply loved to share. The event showcased the school's commitment to fostering a love of reading among students. A special thank you to our principals and our teacher volunteers that made this night possible for our students and families.

Sincerely,
Shari Fedorowicz
Assistant Superintendent of Teaching and Learning





NHS Ceremony

Office of Student Services

Community Talks



In partnership with the Southeastern Massachusetts Educational Collaborative (SMEC), we are offering another Community Talks presentation. Please join us for a FREE virtual training with nationally recognized speaker Sarah Ward. This workshop is perfect for parents and caregivers of children of all ages.
"Powerful Strategies to Help Children Develop Independent Executive Function Skills"
Date: Tuesday, May 6, 2025
Time: 6:30 PM - 8:00 PM
Location: Online (link provided upon registration)
Please see the flyer attached for more information. We hope to see you there!
Don't miss this opportunity to learn simple tools that make a big difference! Click here to register!

Integrated Monitor Review

The Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) will conduct an Integrated Monitoring Review of Old Rochester Regional School District & Massachusetts Superintendency Union #55 during the week of May 12, 2025. Each school district, charter school, vocational school, and virtual school undergoes an Integrated Monitoring Review every three years. This review addresses special education teacher and related service personnel licensure and professional development; parent, student, and community engagement, including compliance with Child Find requirements; facilities and classroom observations; implementation

and oversight of Individualized Education Programs (IEPs); time and learning, and equal access. Please read this letter for more information.
If you have any questions, please contact Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942.

Volunteers Needed: District Wellness Committee

We are looking for volunteers from our school community to serve on the District Wellness Committee. Please complete this form by May 9th if you are interested!



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. Still need to register? Click here to learn more.



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.

Advertising Opportunity at ORR Campus

Thank you to the companies that have already supported ORR Athletics! The signs are up, but a few spots are still available. This opportunity allows businesses to advertise in visible locations on our campus while directly supporting our Bulldog Athletic Program. Please contact Athletic Director, Chris Carrig at chriscarrig@oldrochester.org or 508-758-3745 ext. 1825 to advertise.



Immigration and Customs Enforcement (ICE) and Student Privacy in Schools

Our school community is committed to creating a welcoming and inclusive environment for all students regardless of their immigration status, the status of their family members, or any other measurable demographic. We are here to inspire all students to think, to learn, and to care.

Our school-system is fully compliant and supports Chapter 622 of the 1971 Massachusetts Legislative Acts, which prohibits discrimination in public school admissions and programs. The law reads as follows:

“No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness.”

The Massachusetts Office of the Attorney General has provided specific guidance and an informational flyer on ensuring equal access to education, ICE agent activity at schools and requests for information, protecting students and their information, and what to do if a student’s parents or guardians are detained. Our administrative team has received training on how to follow this guidance.

If you have any questions, please reach out to the Superintendent's Office.

In the School Community



Earlier this month, Kathi and Chris Sullivan presented to ORRHS students, focusing on the dangers of drug use, was funded by the Town of Mattapoisett, using resources received through national opioid lawsuit settlement funds. We thank the Mattapoisett Police Department for coordinating this for our students. Read more.



The 2nd Annual Credit for Life Fair was a big success! “The Credit for Life Fair was very informative and interactive,” said senior Avery Tavares. Read more.



The Norman Award at Sippican School was established this school year to honor students for meeting or exceeding school expectations and demonstrating good character. Award recipients are nominated by school staff. Read more.

Five ORRHS Artists Honored for Exceptional Work at 9th Congressional District Art Show. “I am incredibly proud of our art students,” said Principal Devoll. “I’d like to congratulate all of them for their efforts to put their works on display as part of the Congressional District Art Show, and we also offer a special congratulations to our Honorable Mention winners. And thank you to Congressman Keating and his staff for hosting and organizing such an awesome event each year.”



Click here to view all the news across our schools!

School Committee Happenings

Recently, our school committees have approved FY2026 Proposed Budgets and the information is being shared with each town for their upcoming Town Meetings and are reviewing progressing on the District's goals and School Improvement Plans. Click here for the complete schedule, meeting resources and minutes. Upcoming meetings (subject to change):
May 1st - Rochester School Committee
May 8th - Marion School Committee
May 22 - ORR School Committtee

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

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]

Community Information and Flyers

Flyers from throughout the Tri-Town are shared with families on our website on the Community page.

Michael S. Nelson, Superintendent
www.oldrochester.org

Old Rochester Regional School District and Massachusetts Superintendency Union #55 proudly serves the students from Marion, Mattapoisett and Rochester. The mission of our school system is to inspire all students to think, to learn and to care.

Old Rochester Regional High School
135 Marion Road
Mattapoisett, Massachusetts 02739

Phone 508-758-3745 Fax 508-758-3167 Web page www.oldrochester.org/hs

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

Michael Cabot Devoll, M.Ed.
Principal

Lauren Millette, M.Ed., M.C.
Interim Assistant Principal

May 13, 2025

High School student enrollment, through 5/13/25: 628

Mental Health Awareness Month

On May 7, students and staff wore green to "Be Seen IN Green" to demonstrate support and unite in awareness, action, and community. Green demonstrated our commitment to eliminating stigma, being there for our friends and peers, and seeking mental health support for ourselves without shame.

School Record!

Senior Wesner Archelus broke the school record in the 110 hurdles; 14:38

Upcoming Dates:

Senior activities:
Thursday, May 1; Decision Day and Senior Breakfast
Monday, May 12; Senior Field Day, block 4
Friday, May 16; Last Day of Classes and Picnic
Monday, May 19 to Thursday, May 22; Senior Final Exams
Tuesday, May 27: Senior Prom
Thursday, May 29: Graduation Rehearsal, 8:30 a.m.
Thursday, May 29: Senior Awards Night, 6pm
Friday, May 30: Senior Assembly and Senior Stroll
Saturday, May 31: Graduation

Respectfully submitted,

Michael Cabot Devoll
Principal
Old Rochester Regional High School

Old Rochester Regional Jr. High School
Principal's Report
May 22, 2025

CURRENT ENROLLMENT:

Grade 7 -	207
Grade 8 -	197
TOTAL:	404

SCHOOL CHOICE:

Grade 7 -	9
Grade 8 -	17
TOTAL:	26

SCHOOLWIDE EVENTS:
On Friday, May 9 students and staff supported Mental Health Awareness Month by wearing green. Promoting awareness reduces stigma and supports early intervention, leading to healthier/more supporting communities.

SURVIVAL/S.C.O.P.E. WEEK:
Survival will take place from Sunday, June 1 through Saturday, June 7, 2025
S.C.O.P.E. will take place Monday through Friday - June 2 through June 6, 2025

BEFORE AND AFTER SCHOOL STUDENT ACTIVITIES OFFERED:
Jazz Band - Full Year (Director: Richard Laprise)
Student Affairs Committee - Full Year (Advisor: Lauren O'Brien)
GSA Club - Full Year - (Advisor: Julie Andrade)
Morning Basketball Games: Tues/Wed/Th - begins at 7:10am
Morning Football Games: Fridays - begins at 7:10am

RECENT EVENTS:
05/21/25 - Spring Concert/Art Exhibit

UPCOMING EVENTS:
5/27/25 - CAP Showcase @ 2:30pm - JHS Auditorium

5/29/25 - Grade 8 Dinner Dance

06/2/25 - Grade 6 Sippican Students Tour of JHS
06/3/25 - Grade 6 Rochester Memorial Students Tour of JHS
06/4/25 - Grade 6 Old Hammondtown Student Tour of JHS

06/10/25 - Grade 8 Promotion Ceremony

06/11/25 - Grade 8 Breakfast

NOTE: ALL OTHER EVENTS CAN BE FOUND ON THE WEEKLY SMORE 🙂

Respectfully Submitted,
Silas Coellner, Principal

ROSELLI, CLARK & ASSOCIATES
Certified Public Accountants

RCA
CPA

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

FEDERAL AWARD REPORTS

PURSUANT TO THE

UNIFORM GUIDANCE

YEAR ENDED JUNE 30, 2024

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
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YEAR ENDED JUNE 30, 2024

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ROSELLI, CLARK & ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS

500 West Cummings Park
Suite 4900
Woburn, MA 01801

Telephone: (781) 933-0073

www.roselliclark.com

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Honorable School Committee
Old Rochester Regional School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Old Rochester Regional School District, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Old Rochester Regional School District's basic financial statements and have issued our report thereon dated March 25, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Old Rochester Regional School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses, or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Old Rochester Regional School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Roselli, Clark and Associates
Certified Public Accountants
Woburn, Massachusetts
March 25, 2025

ROSELLI, CLARK & ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS

500 West Cummings Park
Suite 4900
Woburn, MA 01801

Telephone: (781) 933-0073

www.roselliclark.com

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Honorable School Committee
Old Rochester Regional School District

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the Old Rochester Regional School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Old Rochester Regional School District's major federal programs for the year ended June 30, 2024. The Old Rochester Regional School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Old Rochester Regional School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Old Rochester Regional School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Old Rochester Regional School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Old Rochester Regional School District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Old Rochester Regional School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Old Rochester Regional School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Audit Standards,* and the Uniform Guidance, we:

- Exercise professional judgment and maintain skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Old Rochester Regional School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Old Rochester Regional School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Old Rochester Regional School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibility for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Old Rochester Regional School District, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Old Rochester Regional School District's financial statements. We issued our report thereon dated March 25, 2025, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements.

The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Roselli Clark + Associates

Roselli, Clark & Associates
Certified Public Accountants
Woburn, Massachusetts
March 25, 2025

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2024

Federal Grantor / Pass-Through Agency / Program Title	Assistance Listing Number	Pass-Through Number	Passed Through to Subrecipients	Federal Expenditures
U.S. Department of Agriculture				
Passed through the Commonwealth of Massachusetts - Department of Elementary and Secondary Education				
Child Nutrition Cluster				
School Breakfast Program	10.553	17-758	$ -	$ 85,040
COVID-19 - National School Lunch Program	10.555	17-758	-	59,839
National School Lunch Program:	10.555	17-758		
Cash Assistance			-	386,777
Non-Cash Assistance (Commodities)			-	130,672
Total National School Lunch Program			-	577,288
Total Child Nutrition Cluster			-	662,328
Local Food for Schools Cooperative Agreement Program	10.185	17-758	-	11,038
Total U.S. Department of Agriculture			-	673,366
U.S. Department of Education				
Passed through the Commonwealth of Massachusetts - Department of Elementary and Secondary Education				
Special Education Cluster (IDEA)				
Special Education - Grants to States	84.027	240-000558-2024-0740	-	368,783
Special Education - Grants to States	84.027	240-689164-2023-0740	-	29,968
Special Education - Grants to States	84.027	274-000662-2024-0740	-	500
Total Special Education Cluster (IDEA)			-	399,251
Title I Grants to Local Educational Agencies	84.010	305-000549-2024-0740	-	34,228
Title I Grants to Local Educational Agencies	84.010	305-689166-2023-0740	-	1,066
Total Title I Grants to Local Educational Agencies			-	35,294
Supporting Effective Instruction State Grants	84.367	140-000546-2024-0740	-	844
Supporting Effective Instruction State Grants	84.367	140-689163-2023-0740	-	2,650
Total Supporting Effective Instruction State Grants			-	3,494
Student Support and Academic Enrichment Program	84.424	Unavailable	-	3,085
Student Support and Academic Enrichment Program	84.424	309-689167-2023-0740	-	9,383
Total Student Support and Academic Enrichment Program			-	12,468
COVID-19 - Education Stabilization Fund	84.425D	115-528565-2022-0740	-	68,617
COVID-19 - Education Stabilization Fund	84.425D	125-799075-2024-0740	-	30,198
COVID-19 - Education Stabilization Fund	84.425D	165-798839-2024-0740	-	105,100
COVID-19 - Education Stabilization Fund	84.425U	525-781960-2024-0740	-	49,827
COVID-19 - Education Stabilization Fund	84.425U	729-784170-2024-0740	-	11,820
Total COVID-19 - Education Stabilization Fund			-	265,562
Total U.S. Department of Education			-	716,069
Total Federal Grant Award Expenditures			**$ -**	**$ 1,389,435**

See notes to Schedule of Expenditures of Federal Awards

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2024

A. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Old Rochester Regional School District (the District) under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position, or cash flows of the District.

B. Summary of Significant Accounting Policies

Accounting policies and financial reporting practices permitted for municipalities in Massachusetts are prescribed by the Uniform Municipal Accounting System (UMAS) promulgated by the Commonwealth of Massachusetts Department of Revenue.

The accompanying Schedule includes the federal grant transactions of the District. Although some of these programs may be supplemented with state and other revenue, only federal activity is shown. Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance.

The District has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

C. U.S. Department of Agriculture Programs

The District receives non-cash commodities from the U.S. Department of Agriculture as a part of the National School Lunch program. The amounts reported as non-cash assistance represent the fair market value of these commodities received during the year.

The amounts reported as cash assistance represent federal reimbursements for meals provided.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024

A. Summary of Audit Results

FINANCIAL STATEMENTS

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	No
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	No
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516	No

IDENTIFICATION OF MAJOR PROGRAMS

Name of Federal Program	AL Number(s)
Child Nutrition Cluster	10.553 & 10.555
Dollar threshold used to distinguish between type A and type B programs	$ 750,000
Auditee qualified as a low-risk auditee?	No

B. Financial Statement Findings

None

C. Federal Award Findings and Questioned Costs

None

Acushnet Public Schools

Office of the Superintendent
708 Middle Road, Suite 1, Acushnet, MA 02743
Telephone (508) 998-0260
FAX (508) 998-0262

Paula J. Bailey, Ed. D.
Superintendent of Schools

Kimberli Bettencourt
Director of Student Services

Patrick McIntyre
Business Manager

Patrick Mistler
Director of Technology

Angela Ruggeri
Director of Curriculum, Instruction & Assessment

March 19, 2025

Acushnet Public Schools | High School Tuition Criteria Presentation Invitation

Dear Superintendent Nelson,

Acushnet Public Schools is committed to providing our PreK-8 students with access to high-quality high school education options. To assist our School Committee in making informed decisions regarding tuition agreements, we invite your school to present a 20-30 minute overview highlighting the exceptional opportunities and programs available to our students.

Presentation Details

Date: August 8, 2025
Time: 6:00 pm
Location: Ford Middle School Library, 708 Middle Road, Acushnet MA

What We're Looking For

We request your presentation to address the following criteria, which align with our district's values and priorities for student success:

Academic Offerings

- Advanced Placement (AP) Courses: Number and variety of in-person courses.
- Early College Pathways: Opportunities for dual enrollment and college credit.
- Curriculum: Career Vocational Technical Education (CVTE) programming and Green-rated options.
- Course Delivery: Emphasis on in-person vs. online (Apex) offerings.

Student Experience

- Extracurricular Activities: Variety and accessibility of clubs, organizations, and arts programs.
- Athletics: Comprehensive sports programming and levels offered.
- Transportation: Availability of late buses and after-school options.
- Sense of Belonging: Programs fostering inclusion and connection for Acushnet students.

Support Services

- Special Education: Comprehensive services and resources for diverse learners.
- Counselor Access: Availability of direct services and student-to-counselor ratios.

The Acushnet Public School Department does not discriminate because of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age.

Equity and Diversity

- Demographics: Representation, equity initiatives, and diversity programming.
- SEI Endorsement: Proportion of SEI-endorsed staff.

School Performance & Environment

- Class Sizes: Student-teacher ratios.
- Teacher Longevity: Experience and retention of teaching staff.
- School Performance: VOCAL survey results, graduation rates, and accountability measures.
- Facilities: Modernity and upkeep of school buildings.
- Safety and Security: Presence of School Resource Officers (SROs) and safety measures.

What Makes Your High School Standout?

- In your opinion, why are you a good fit for Acushnet students?

Family and Community Engagement

- Parent Involvement: Opportunities such as PTOs and SEPAC.

Fiscal Responsibility

- Cost per pupil expenditures and student fees (i.e. transportation fees, athletic/club fees, etc.).
- Historical data on Net School Spending (NSS) and evidence of NSS being met.

What to Bring

Please include data, visuals, and examples that demonstrate how your school meets these criteria. Feel free to highlight unique programs or initiatives that set your school apart. All presentations should be submitted 48 hours prior to the scheduled school committee meeting.

Next Steps

To confirm your participation or for additional information, please contact Executive Assistant, Kathy Tsonis, katherinetsonis@acushnetschools.us or 508-998-0260.

We look forward to learning more about the opportunities your school can provide for Acushnet students. Thank you for your time and dedication to education!

Sincerely,

Ron Houde

Ronald Houde
Acushnet School Committee, Chair

P.J. Bailey

Paula J. Bailey, Ed.D.
Superintendent of Schools

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