*Meeting Minutes*

**OLD ROCHESTER REGIONAL SCHOOL COMMITTEE MEETING**
**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**
**133 Marion Road**
**Mattapoisett, Massachusetts**

**October 2, 2025 at 5:00 p.m.**

**Members Present:** Frances-Feliz Kearns (in-person), Margaret McSweeny (in-person), Matthew Monteiro (in-person), James Muse (remote) April Nye (in-person), Joseph Pires (in-person), Robin Rousneville (in-person) and Betsy Stewart (in-person).

**Members Absent:** Michelle Smith

**Others Present:** Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Shari Fedorowicz, Assistant Superintendent of Teaching and Learning; Jaime Curley, Assistant Superintendent of Student Services; Michael Devoll, Principal, ORR High School; Lauren Millette, Assistant Principal, ORR High School; Silas Coellner, Principal, ORR Jr. High School; Christina Cioffi, Director of Guidance; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person).

## I. Meeting to Order

The meeting was called to order at 5:05pm by Vice-Chairperson Nye. Vice-Chairperson Nye stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined. Vice-Chairperson Nye added that the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

## II. Tour of Building

Mr. Jones, Facilities Director, will provide a tour of the building.
Mr. Jones escorted the school committee members and administration on a tour of Old Rochester Regional High School and Junior High School to review and explain updates, on-going projects and capital plans with the group.

## III. Recognition

The school committee welcomed the following new hires:

| **Name** | **Position** |
|---|---|
| Sarah George | Human Resources Manager |
| Lucy Fuller | Receptionist/Administrative Assistant |
| Christina Cioffi | Director of Guidance |
| Brayden Fanti | Instructional Assistant - HS |
| Greg Dudek | Instructional Assistant – JHS |
| Ashleigh Fortin | Instructional Assistant – JHS |
| Madeline Major | Special Education – ISP – JHS |
| Vanessa Medeiros | School Adjustment Counselor - JHS |
| Delaney Schiefen | Music Teacher - JHS |
| Sara Most | Instructional Assistant – JHS |
| Lauren Nielson | English Teacher – JHS |
| Rebecca White | Special Education Teacher - JHS |
| Jared Przybzewski | Instructional Assistant – JHS |
| Jessica Demello | Cafeteria Worker |

The school committee recognized the following longevity service awards:

| **Name** | **Years of Service** |
|---|---|
| *ORR Junior High School* | |
| Nichole Charbonneau | 10 |
| Sheri DeChellis | 10 |

| | |
|---|---|
| Jeffrey Lombard | 15 |
| Hope Perkins | 15 |
| Greg Andree | 20 |
| Corey Philips | 20 |
| Toni Bailey | 25 |
| Therese Valente | 25 |
| | |
| | |
| *ORR High School* | |
| Steven Bernardo | 10 |
| Susan Durocher | 15 |
| Christine Valm | 15 |
| Steven Carvalho | 25 |
| Colin Everett | 25 |
| Geoff Kelsey | 25 |
| Wendy McPhee | 25 |
| | |
| *ORRSD* | |
| Jill Henesey | 10 |
| Cheryl Almeida | 20 |
| Silas Coellner | 25 |
| Michael Devoll | 25 |
| Bill Tilden | 25 |

**IV. Approval of Minutes**

That the School Committee review for approval the following minute(s)

**a. Regular Session Minutes: May 22 and June 26, 2025**

**MOTION** to approve the meeting minutes of May 22 and June 26, 2025 as presented by Margaret McSweeny.
**Seconded** by Matt Monteiro
**Motion Carries 6-0-2**
**Roll Call:** Nye (yes), Kearns (abstain), McSweeny (yes), Monteiro (yes), Rounseville (abstain), Stewart (yes), Pires (yes), Muse (yes)

**b. Executive Session Minutes: May 22, 2025**

**MOTION** to approve the executive session minutes of May 22, 2025 as presented by Margaret McSweeny.
**Seconded** by Frances-Feliz Kearns
**Motion Carries 6-0-2**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (abstain), Stewart (abstain), Pires (yes), Muse (yes)

**c. Executive Session – Negotiations Subcommittee Minutes**

**a. Old Rochester Secretarial Association: February 12, March 4, March 31, April 14, April 29, May 13, June 3, June 9 and June 10, 2025**

**MOTION** to approve the negotiations executive session minutes of February 12, March 4, March 31, April 14, April 29, May 13, June 3, June 9 and June 10, 2025 as presented by Margaret McSweeny.
**Seconded** by Frances-Feliz Kearns
**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (abstain), Stewart (abstain), Pires (yes), Muse (yes)

**b. Old Rochester Professional Educators Association: January 29, March 12, March 26, April 9, May 7, May 28, May 29, June 6, June 9 and August 21, 2025**

**MOTION** to approve the negotiations executive session minutes of January 29, March 12, March 26, April 9, May 7, May 28, May 29, June 6, June 9 and August 21, 2025 as presented by Matt Monteiro.
**Seconded** by James Muse
**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (abstain), Stewart (abstain), Pires (yes), Muse (yes)

## V. General

### a. Opening Day Update

That the School Committee hear an update from administration.
Superintendent Nelson shared an update from opening day on August 25, 2025. The day began with a meet and greet breakfast for faculty and staff to reconnect and also meet new staff. Next, Superintendent Nelson welcomed new staff in each district, shared summer highlights from staff and distributed longevity service awards. Next, Dr. Fedorowicz shared a brief update on Vision2028 thus far and plans for year three during this upcoming school year. Lastly, Carolyn Casey, the founder and executive director of Project 351 provided a keynote presentation to the faculty and staff about passion and purpose. To further incorporate student voice as part of the strategic plan, three Project 351 students from our districts, Sadie Hartley-Madison, Zoe Motta and Molly Wronski, joined Ms. Casey to share their passion and purpose with the faculty and staff. Lastly, faculty and staff returned to their buildings for meetings and classroom set up.

### b. Study Act Discussion

That the School Committee discuss the Study Act which promotes safe technology use and district action-free education for youth. https://malegislature.gov/Bills/194/HD3070
Superintendent Nelson shared that member McSweeny requested this item be included on the agenda. He explained the Study Act is current legislation that has already been supported by the senate related to the role of devices in schools. The information is being shared with the school committee for review and further discussion may be held at future meetings depending on how the legislation moves forward.

### c. Approval of Donation(s)

That the School Committee review the following donations:

- Two indoor plants from community member Helene Rose for the Environmental Club.
- Three indoor plants form community member Tricia Weaver for the Environmental Club.
- Two benches for the Native Garden from James Dunn – a grandfather of a current student.
- 30 ‘tree cookies’ for the Native Garden from community member Mark Whalen.
- Tissues, pencils, cleaning supplies, expo markers and snacks from Donors Choose totaling $250 for the High School ISP spaces and social workers.
- One - $100 gift card to Walmart and Eight - $50 gift cards to Walmart from the Mattapoisett Congregational Church/Dr. Drew Nahigyan to be managed by Junior High School Guidance Staff and social workers.

Superintendent Nelson reviewed the above list of donations provided in the school committee back up information as well.
**MOTION** to graciously accept the donations as presented by Matt Monteiro.
**Seconded** by Robin Rounseville
**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (yes), Stewart (yes), Pires (yes), Muse (yes)

### d. Approval of Grant(s)

That the School Committee review the following grants:

- FY2026 Coordinated Family and Community Engagement Grant in the amount of $75,468.

- $2,000 from the Tri-Town Education Foundation for the project ORRHS Community Storywalk Collab by Kate Butler and Alison Barker.
- $1,000 from the Tri-Town education Foundation for the project ORRHS AmbassadOR Blazers by Michael Devoll.
- $590 from the Tri-Town Education Foundation for the project ORRHS Disc Golf by Andrew Apperson.

Superintendent Nelson reviewed the above grants and reminded the school committee that ORR is the lead agency for early education in all of our districts which is why the Family and Community grant is for ORR and supports our preschool programs.
**MOTION** to approve the listed grants as presented by Matt Monteiro.
**Seconded** by Frances-Feliz Kearns
**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (yes), Stewart (yes), Pires (yes), Muse (yes)

**e. Acushnet Public Schools Discussion**

That the School Committee discuss a recent presentation to the Acushnet Public Schools School Committee by Superintendent Nelson, High School Principal Michael Devoll and High School Assistant Principal Lauren Millette.
Superintendent Nelson shared with the school committee the request letter from Acushnet Public Schools for our district to present an overview of ORRHS as an option for upcoming discussions of what district(s) the Acushnet School Committee will negotiate a tuition agreement for their students to matriculate to for high school. Acushnet Public Schools is a K-8 district and current agreements with Fairhaven and New Bedford are expiring at the conclusion of the current school year. Superintendent Nelson, Mr. Devoll and Ms. Millette prepared a thorough presentation and many supporting documents to share with the Acushnet School Committee. They also invited current students that attend ORRHS as school choice students from Acushnet to present as well. Their presentation and the students' remarks were well received. Now, Acushnet is reviewing their options and will share more information in the coming months. They are currently considering ORRHS, Fairhaven, New Bedford and Apponequet. If ORRHS is an option, the districts will negotiate a tuition agreement for Acushnet residents to attend ORRHS which their district will fund. Since the presentation, Superintendent Nelson has received follow up communication from Superintendent Bailey in Acushnet, for school tours and an idea of what parameters ORRHS would be thinking about in an agreement.
**School Committee Feedback:**
Vice-Chairperson Nye added that she was also able to attend the presentation as a school committee member to show her support of this venture and she commended the administration team for their presentation. Ms. Rounseville asked if they select ORR, would it be all students who attend ORRHS. Superintendent Nelson said not necessarily, they could have multiple agreements with different school districts. Many members also expressed that the presentation was an excellent resource to share with other stakeholders in the district and not just for the Acushnet presentation.

**f. Approval of DECA Overnight and Out-of-State Travel**

That the School Committee review upcoming travel by DECA, which includes overnight and out-of-state travel for conferences.
DECA student representatives Jacob Iappini and Olivia Thompson presented the following travel for school committee approval. This is similar to previous school years.

Ultimate DECA Power Trip
Arlington, VA
November 21-23, 2025 (we sometimes leave a day early/late depending on transportation logistics). We are coordinating with local schools like Wareham and Apponequet to see about splitting a bus, but if that does not work out then the plan would be to fly down.
Features learning labs, college & career exhibits, networking events, competitive event preparation, Smithsonian Museum access, and a tour of the monuments.
Primary Venue: Crystal Gateway Marriott, 1700 Richmond Hwy, Arlington, VA 22202

https://www.deca.org/conferences/power

District 8 Conference
Cape Cod, MA
Exact date TBD, but usually in the first half of January
Main conference traditionally held at Cape Cod Irish Village at the Emerald Resort & Conference Center, 35 Scudder Ave, Hyannis, MA 02601
We will stay either at this hotel, or at a nearby one, depending on numbers.
Transportation will be by bus. We will apply for MassHire to cover this fee.
Students participating in a role play event must attend this conference for the chance to progress to States.

State Career Development Conference
Boston, MA
March 12-14, 2026
Primary Venue: Westin Seaport, 425 Summer St, Boston, MA 02210
We will stay either at the Westin Seaport, or at a nearby hotel.
Transportation will be by bus. We will apply for MassHire to cover this fee.
Students must attend this conference for the opportunity to compete at ICDC.
https://massachusettsdeca.org/scdc

International Career Development Conference
Atlanta, GA
April 24-29, 2026
Primary Venue: Georgia World Conference Center, 285 Andrew Young International Blvd NW, Atlanta, GA 30313
MA DECA will stay at the Hilton Atlanta Hotel, 255 Courtland St NE, Atlanta, GA 30303
Transportation will be by flight.
Students who compete at ICDC have the potential to win cash prizes and college scholarships.
https://www.deca.org/conferences/icdc

EXTRAS:
District 8 P-Bruins Game,
Date TBD
1 La Salle Square #1, Providence, RI 02903

**MOTION** to approve the DECA overnight and out-of-state travel as presented by Frances-Feliz Kearns.
**Seconded** by Robin Rounseville
**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (yes), Stewart (yes), Pires (yes), Muse (yes)

**g. Approval of Revised Student Handbook**

That the School Committee review a revision to the 2025-2026 ORR High School and ORR Junior High School Student Handbooks.
Superintendent Nelson explained that the 2025-2026 student handbook was approved by the school committee prior to the conclusion of last school year but due to a Supreme Court case ruling over the summer, all districts in the Commonwealth are recommended to adopt this language regarding religious opt-out of curriculum materials. Attorney Paige Tobin of MLM, the district's legal team, worked with M.A.S.S. in the development of this language and also provided training on protocols for the leadership team in the summer. If approved, the revised student handbook will be shared in the weekly newsletter by the principal and updated on the website. The Junior High School also added the sexual education information that is already included in the High School student handbook.
**MOTION** to approve the revised ORRHS and ORRJHS 2025-2026 student handbooks as presented by Matt Monteiro.
**Seconded** by Frances-Feliz Kearns

**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (yes), Stewart (yes), Pires (yes), Muse (yes)

## VI. Administrative and School Committee Reports

### a. Chairperson Report

Vice-Chairperson Nye shared the following: Welcome back to everybody. It's hard to believe that we're, I think, moving into week seven. It's been so nice to see everyone and the campus is extremely busy, from the moment it opens in the morning until late at night, whether it is some sort of a sporting event, or a big unified basketball. I am looking forward to the different arts programs, music performances and plays and whatnot that will be coming as well. We are also moving into our homecoming week. So, lots of exciting things are going on at the high school, and junior high, and we are looking forward to what is on the horizon.

### b. Central Office Reports

i. Superintendent

Superintendent Nelson reviewed his most recent Superintendent's Newsletter from August 2025. He highlighted the facilities, food service and administrative teams for the hard work during the summer to prepare for another school year. He thanked the town for their on-going support of the school system and buildings. He reminded families to complete their annual forms in PowerSchool. He shared that the draft communication plan shared with the Joint School Committee in June 2025 had been finalized and distributed to families as well. He also thanked the many faculty and staff that choose to work during the summer in the SAIL program to support our students. Superintendent Nelson commended the relationships with the three local police and fire departments. He extended his gratitude for these partnerships and it was great to have multiple officers from each department present for ALICE training. He also added the district is busy starting work on capital projects and FY2027 budget preparation.

ii. Teaching & Learning

Dr. Fedorowicz shared the following updates:
New Teacher Induction was held on Thursday, August 21, 2025 celebrating new teachers.

New Math Program- Envisions
Thank you to the three towns for supporting the new math program again at the last Town Meeting. Thank you to the principals and IT for successfully rolling out our 4th program to align all 3 of our districts. We will be hosting a parent night on the evening of Wednesday, October 29th at the ORR cafeteria. More details to come.

Professional Development
Dr. Curley secured Sarah Ward, an Executive Functioning expert, for the entire district and was well-received. In the afternoon, teachers had time to work with Envisions math and take time to plan for the first day. We also completed a half day yesterday, which focused on ALICE training.

In literacy, we are done with the HILL for literacy and they left us in a great place. We are continuing our district level, school level and data meetings to support our teachers and students.

Open Architect training is coming up at staff meetings.

iii. Student Services

Dr. Curley shared the following;
Integrated Monitoring Review - As we discussed last school year, DESE performed an audit on civil rights and special education. We were found in full compliance! This is a testament to all of our administrators, teachers, and administrative assistants for following our district protocols/requirements all of the time. Thanks to Dr. Fedorowicz for her contribution and to Cris Salvador and Kim Read for all of their help pulling it all together!

Wellness Committee – We held the kick off meeting on September 17th in which we reviewed the wellness policy and discussed next steps and the purpose our next meeting is December 10th.

SAFETY – On June 25th, all administrators and several police officers from each town participated in ALICE training. Mr. Nelson and she met with police chiefs to discuss all school safety related issues. We conducted ALICE Training with all schools in collaboration with Marion, Mattapoisett and Rochester police departments on September 24th which include staff training and scenarios.

MTSS Academic Audit - Last year we conducted Social/emotional/behavioral audits to determine our needs and develop solid tier 1, 2 and 3 interventions. We are continuing our work in this area this year. We are also conducting a similar audit this year to determine our needs and develop solid tier 1, 2 and 3 supports. The visits were held yesterday at the high school and junior high school.

SEPAC – We are hosting a Basic Rights Workshop on 10/15/25 @ 5:30pm for families.

iv. Business Office
Mr. Barber reviewed the final FY2025 Year End Financial Report of obligations paid or encumbered to date and the Record of Warrant(s) as signed by the sole signatory for June 27, 28, 29, July 2, 9,10, 23, August 21, 25, 28, 29, September 5, 15, 16, 17 and 18, 2025.

v. Facilities
Mr. Barber shared the following from Facilities Director Eugene Jones;
• Replace 8 pressure relief valves on York Chiller.
• Installed isolation valves on main domestic water line.
• Replace ripped stair treads in both High and Junior High schools.
• Completed Fire Marshall Inspection of Facility.
• ANSUL (kitchen fire suppression system) including kitchen hood system was inspected and certified.
• The annual certification of fire extinguishers and fire pump/ sprinklers has been completed.
• Our boilers have all been cleaned, serviced and inspected.
• Annual air quality testing of facility scheduled completed, awaiting lab results.
• Fields and grounds groomed for opening.
• Fields striped and equipment set up for Fall sports.
• All SAIL program furniture and equipment returned to the elementary schools.
• Repaired/conducted preventative maintenance on all facility equipment and machinery.

vi. Food Service
Mr. Barber shared the following from Food Service Director Jill Henesey;

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day. Second meals, a la carte drinks, snacks and milk only are available for purchase.
- Walk-in Freezer 1 & 2 doors replaced.
- Welcome aboard to our newest café team member, Ms. Jessica DeMello.
- The Food service team participated in a full day of professional development training on 08/26.
- Fun Facts: in SY 24/25 ORR Cafe served : **25,731** *School Breakfast* **& 117,085** *School Lunches*

vii. Personnel
1. Caroline Murphy resigned as an Instructional Assistant.

**c. Principal and School Council Report**
High School Principal Mr. Devoll shared the following:

Homecoming is coming up. He is grateful for the veteran staff at the high school which makes opening the school for the new school year go extremely well. He added that new Director of Guidance Christina Cioffi has enhanced the administrative team already.
High School student enrollment, through 9/22/25: 615
92 School Choice Students (19 seniors)
Grade 9 = 135
Grade 10 = 164
Grade 11 = 157
Grade 12 = 150
Grade 13 = 9
10/1/24 enrollment: 604; School Choice: 95

New Staff:
Christina Cioffi, Director of Guidance
Brayden Fanti, Paraprofessional
Danya Bichsel, Paraprofessional

Upcoming Dates:
10/3 Full Day Department Coordinator Training, UBD/UBL
10/13-18 Homecoming Week
10/18 PSATs

Junior High School Principal Mr. Coellner shared the following:
The opening of the Junior High School went well. The meet and greet with families and open house were both extremely well attended.
New Hires:

- Professional Staff: Madeline Major - Special Ed - ISP Program
- Rebecca White - Special Ed - ISL Program
- Lauren Nielson - Grade 7 ELA
- Delaney Schiefen - Music/Chorus Director
- Vanessa Medeiros - School Social Worker
- Paraprofessionals: Greg Dudek
- Ashleigh Fortin
- Sara Most
- Jared Przybyszewski

New PTSO: First year for a “Parent/Teacher/Student Organization”

- Parent President: Kirsten Jimenez
- Teacher President: Dr. Samantha Enos
- Treasurer Therese Valente
- Parent Representative/Secretary: Johnanne Eilertsen

- Booster Bash Kick-Off beginning the week of September 29th
- Grade 8 Vocational School visits taking place Monday, October 27, 2025
- ALICE Training/Drill Procedures took place for staff on Wednesday, September 24, 2025 - during Professional Development; 3 different scenarios were rehearsed
- Health Screenings will begin the week of November 17, 2025

All other information can be found in the weekly SMORE, sent out to Parents/Guardians every Sunday afternoon and can be located on the Jr. High School’s website.

## VII. School Committee Reports

a. Budget Subcommittee – no report
b. Equity Subcommittee – Ms. Kearns reported they meet on October 9th.
c. Facilities Subcommittee - no report
d. Policy Subcommittee – Ms. McSweeny reported the Policy Subcommittee met on September 25th. She was appointed as chairperson and the subcommittee reviewed the policies regarding raffles and games of chance, visitors and facilities, school nutrition, parent advisory councils and a few recommendations from community members.
e. District Wellness Committee – Mr. Monteiro reported they held their first meeting on September 17th which included administration, faculty and staff, school committee members, parents/guardians and community members. They discussed the District Wellness Program Policy and the importance of incorporating mental health into the overall wellness of students along with nutrition, physical education and more. Their next meeting is December 10th.
f. Local School Committee – Ms. Nye reported that the Marion School Committee reviewed many similar items as this evening, including opening day, welcoming new staff and touring Sippican School with Mr. Jones. Mr. Muse shared that Mattapoisett reviewed similar items and he informed the school committee that the playground area is being resurfaced at Center School so it is closed to the community for a bit. Ms. Rounseville reported that Rochester School Committee already met as well to discuss opening day and accept donations. She added that the long awaited solar canopy is under construction and moving along quickly. RMS also recently installed new playground equipment.
g. Tri-Town Education Foundation Fund – Ms. McSweeny reported they meet on October 15th.
h. Early Childhood Council – no report
i. SMEC – no report
j. READS – no report
k. MASC – Mr. Monteiro reported he and other school committee members have met with Senator Rodrigues and Mark Sylvia to advocate for funding for our schools and they will continue to do so.
l. Superintendent's Goals Subcommittee – Mr. Monteiro reported they met last week and reviewed the documents for the Superintendent's end-cycle review which will take place at the end of this school year.

## VIII. Information and Future Agenda Items

**a. Information**

i. READS Quarterly Reports June 2025 and September 2025
ii. DESE Office of Public School Monitoring Integrated Monitoring Review Report

**a. Timeline**

viii. Next ORR School Committee: November 20, 2025
ix. Next Joint School Committee: October 9, 2025

**b. Future Agenda Items**

x. MCAS Results (November/December)
xi. Initial Budget Review (January)
xii. School Choice Public Hearing (January)
xiii. Health Unit Application (February)
xiv. Budget Public Hearing (March)
xv. Approval of Leases (April)
xvi. School Committee Reorganization (June)
xvii. School Improvement Plan Approval (June)
xviii. Student Handbook Approval (June)

The 2025-2026 school calendar is available on our website: https://tinyurl.com/239tr9xa

District-wide events are available on our website: https://www.oldrochester.org/district-calendar

## IX. Public Comment

Public comment is governed by approved school committee policy.
Vice-Chairperson Nye read the following: Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the

School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in-person, there is a sign in sheet for those looking to make a public comment located on the side wall and those on zoom, if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants.

There were no public comments.

**X. Adjournment**

**MOTION** to adjourn at 6:59pm by Matt Monteiro.
**Seconded** by Robin Rounseville
**Motion Carries 8-0**
**Roll Call:** Nye (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Rounseville (yes), Stewart (yes), Pires (yes), Muse (yes)

*The list of agenda items are those reasonably anticipated by the Chair to be discussed at the meeting. If you need more information or reasonable accommodations for this meeting, please contact the Superintendent's Office at 508-758-2772 ext. 1956. Meeting resources, minutes and recordings are available on the School Committee webpage: https://www.oldrochester.org/district/sc*

*Pursuant to Chapter 30A of the Massachusetts General Laws, you are hereby notified of the following meeting:*

**OLD ROCHESTER REGIONAL SCHOOL COMMITTEE MEETING**
**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**
**133 Marion Road**
**Mattapoisett, Massachusetts**

**October 2, 2025 at 5:00 p.m.**

**ZOOM LINK:**
https://oldrochester-org.zoom.us/j/95561881344?pwd=OxKszymWvS8ZMw4qrs4PR5MgaDhcal.1
Meeting ID: 955 6188 1344
Passcode: 798324

This meeting will be conducted in a hybrid format. School Committee, administration and the public will have the option of meeting in person in the Media Center at Old Rochester Regional Junior High School located at 133 Marion Road, Mattapoisett, MA 02739 or via zoom. Supporting documentation for agenda items can be found on the School Committee webpage: https://www.oldrochester.org/district/sc.

## I. Meeting to Order

## II. Tour of Building

Mr. Jones, Facilities Director, will provide a tour of the building.

## III. Recognition

a. The following staffing changes have taken place for 2025-2026 school year.

New Hires:

| **Name** | **Position** |
|---|---|
| Sarah George | Human Resources Manager |
| Lucy Fuller | Receptionist/Administrative Assistant |
| Christina Cioffi | Director of Guidance |
| Brayden Fanti | Instructional Assistant - HS |
| Greg Dudek | Instructional Assistant – JHS |
| Ashleigh Fortin | Instructional Assistant – JHS |
| Madeline Major | Special Education – ISP – JHS |
| Vanessa Medeiros | School Adjustment Counselor - JHS |
| Delaney Schiefen | Music Teacher - JHS |
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| Lauren Nielson | English Teacher – JHS |
| Rebecca White | Special Education Teacher - JHS |
| Jared Przybzewski | Instructional Assistant – JHS |
| Jessica Demello | Cafeteria Worker |

Longevity:

| **Name** | **Years of Service** |
|---|---|
| *ORR Junior High School* | |
| Nichole Charbonneau | 10 |
| Sheri DeChellis | 10 |
| Jeffrey Lombard | 15 |
| Hope Perkins | 15 |
| Greg Andree | 20 |
| Corey Philips | 20 |
| Toni Bailey | 25 |
| Therese Valente | 25 |
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|---|---|
| *ORR High School* | |
| Steven Bernardo | 10 |
| Susan Durocher | 15 |
| Christine Valm | 15 |
| Steven Carvalho | 25 |
| Colin Everett | 25 |
| Geoff Kelsey | 25 |
| Wendy McPhee | 25 |
| | |
| *ORRSD* | |
| Jill Henesey | 10 |
| Cheryl Almeida | 20 |
| Silas Coellner | 25 |
| Michael Devoll | 25 |
| Bill Tilden | 25 |

## IV. Approval of Minutes (VOTE)

That the School Committee review for approval the following minute(s)

a. **Regular Session Minutes: May 22 and June 26, 2025**
b. **Executive Session Minutes: May 22, 2025**
c. **Executive Session – Negotiations Subcommittee Minutes**
    a. **Old Rochester Secretarial Association: February 12, March 4, March 31, April 14, April 29, May 13, June 3, June 9 and June 10, 2025**
    b. **Old Rochester Professional Educators Association: January 29, March 12, March 26, April 9, May 7, May 28, May 29, June 6, June 9 and August 21, 2025**

## V. General

a. **Opening Day Update**
That the School Committee hear an update from administration.

b. **Study Act Discussion**
That the School Committee discuss the Study Act which promotes safe technology use and district action-free education for youth. https://malegislature.gov/Bills/194/HD3070

c. **Approval of Donation(s) (VOTE)**
That the School Committee review the following donations:
- Two indoor plants from community member Helene Rose for the Environmental Club.
- Three indoor plants form community member Tricia Weaver for the Environmental Club.
- Two benches for the Native Garden from James Dunn – a grandfather of a current student.
- 30 ‘tree cookies’ for the Native Garden from community member Mark Whalen.
- Tissues, pencils, cleaning supplies, expo markers and snacks from Donors Choose totaling $250 for the High School ISP spaces and social workers.
- One - $100 gift card to Walmart and Eight - $50 gift cards to Walmart from the Mattapoisett Congregational Church/Dr. Drew Nahigyan to be managed by Junior High School Guidance Staff and social workers.

d. **Approval of Grant(s) (VOTE)**
That the School Committee review the following grants:
- FY2026 Coordinated Family and Community Engagement Grant in the amount of $75,468.
- $2,000 from the Tri-Town Education Foundation for the project ORRHS Community Storywalk Collab by Kate Butler and Alison Barker.
- $1,000 from the Tri-Town education Foundation for the project ORRHS AmbassadOR Blazers by Michael Devoll.
- $590 from the Tri-Town Education Foundation for the project ORRHS Disc Golf by Andrew Apperson.

**e. Acushnet Public Schools Discussion**
That the School Committee discuss a recent presentation to the Acushnet Public Schools School Committee by Superintendent Nelson, High School Principal Michael Devoll and High School Assistant Principal Lauren Millette.

**f. Approval of DECA Overnight and Out-of-State Travel (VOTE)**
That the School Committee review upcoming travel by DECA, which includes overnight and out-of-state travel for conferences.

**g. Approval of Revised Student Handbook (VOTE)**
That the School Committee review a revision to the 2025-2026 ORR High School and ORR Junior High School Student Handbooks.

## VI. Administrative and School Committee Reports

**a. Chairperson Report**
That the School Committee hear a report from the Chairperson regarding current happenings in the school and local community.

**b. Central Office Reports**

i. Superintendent
   1. That the School Committee review the most recent Superintendent's Newsletter.

ii. Teaching & Learning
   1. That the School Committee hear an update on current happenings of curriculum, professional development, new teacher induction program and teaching and learning initiatives.

iii. Student Services
   1. That the School Committee hear an update on current happenings of the student services department, including community outreach events, and updates on initiatives related to school climate and culture, and safe schools.

iv. Business Office
   1. That the School Committee review the current FY2026 Financial Report of obligations paid or encumbered to date.
   2. That the School Committee review the Record of Warrant(s) as signed by the sole signatory for June 27, 28, 29, July 2, 9,10, 23, August 21, 25, 28, 29, September 5, 15, 16, 17 and 18, 2025

v. Facilities
   1. That the School Committee review this month's update from Facilities Director Eugene Jones.

vi. Food Service
   1. That the School Committee review this month's update from Food Service Director Jill Henesey.

vii. Personnel
   1. Caroline Murphy resigned as an Instructional Assistant.

**c. Principal and School Council Report**
That the School Committee review the Principal's report including student recognition, classroom lessons, community events and school council information.

## VII. School Committee Reports

a. Budget Subcommittee
b. Equity Subcommittee
c. Facilities Subcommittee
d. Policy Subcommittee
e. District Wellness Committee
f. Local School Committee
g. Tri-Town Education Foundation Fund
h. Early Childhood Council
i. SMEC
j. READS

k. MASC
l. Superintendent's Goals Subcommittee

**VIII. Information and Future Agenda Items**

**a. Information**

i. READS Quarterly Reports June 2025 and September 2025
ii. DESE Office of Public School Monitoring Integrated Monitoring Review Report

**a. Timeline**

viii. Next ORR School Committee: November 20, 2025
ix. Next Joint School Committee: October 30, 2025

**b. Future Agenda Items**

x. MCAS Results (November/December)
xi. Initial Budget Review (January)
xii. School Choice Public Hearing (January)
xiii. Health Unit Application (February)
xiv. Budget Public Hearing (March)
xv. Approval of Leases (April)
xvi. School Committee Reorganization (June)
xvii. School Improvement Plan Approval (June)
xviii. Student Handbook Approval (June)

The 2025-2026 school calendar is available on our website: https://tinyurl.com/239tr9xa

District-wide events are available on our website: https://www.oldrochester.org/district-calendar

**IX. Public Comment**

Public comment is governed by approved school committee policy.

**X. Adjournment (VOTE)**

*The list of agenda items are those reasonably anticipated by the Chair to be discussed at the meeting. If you need more information or reasonable accommodations for this meeting, please contact the Superintendent's Office at 508-758-2772 ext. 1956. Meeting resources, minutes and recordings are available on the School Committee webpage: https://www.oldrochester.org/district/sc*

**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.

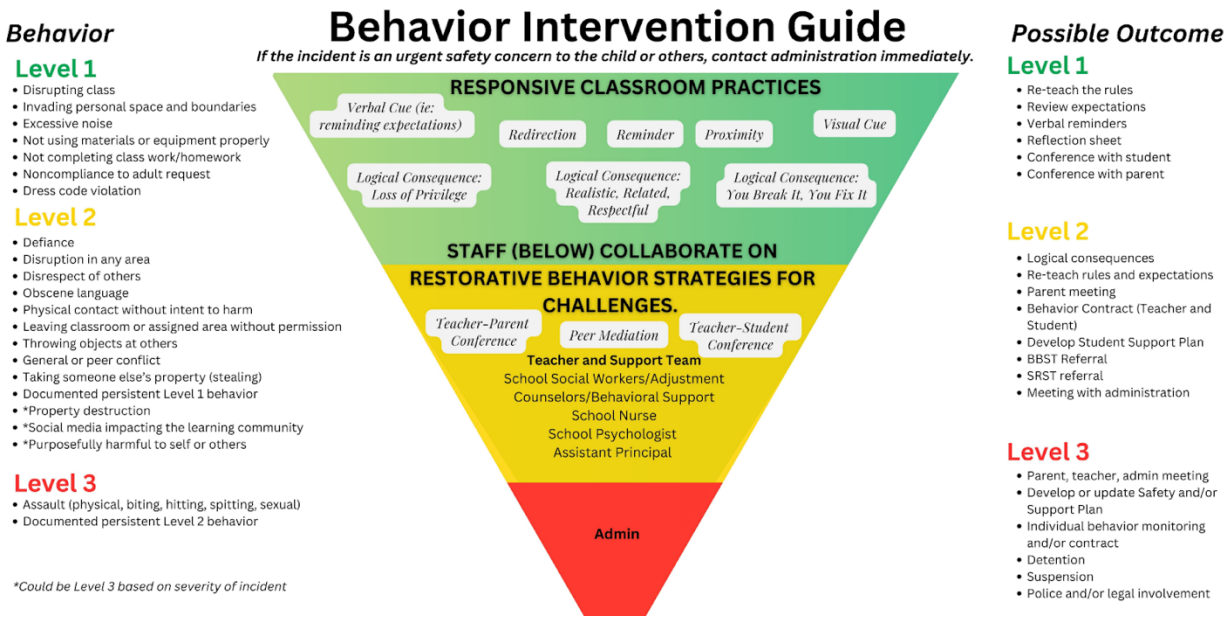
The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

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

**—----------**

**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**<br>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**<br>● **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<br>1.3 The lived curriculum is affected by the review cycle.<br>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**<br>• **Instructional Council Curriculum Collaboration** | 1.3 The lived curriculum is affected by the review cycle.<br>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<br>• **PD-best practice Common Assessments practices**<br>• 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**<br>• **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**<br>• **Provide input and feedback in the development of PD Plan**<br>• **Dedicate time for PD**<br>• **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**<br>• **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<br>● 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**<br>Strengthen the multi-tiered and comprehensive academic, behavioral, | 3.1 Review, design, and expand systems of supports for all students<br>● 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<br>● Provide school based PD<br>● 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**<br>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**<br>● **Expand Project 351 Playbook Program**<br>● **Improve and Adapt Mentor Program** | 4.1 -Participation in Project 351 Playbook<br>-Advisory Student Survey Results | 4.1 -The Project 351 Playbook integrated into Advisory<br><br>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<br>● Conduct Principal roundtables with a variety of students<br>● **Engage with the Junior Ambassadors and Project 351 students for input and feedback about the learning environment**<br>● **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.<br>● Provide PD and to improve upon behavior reporting system<br>● Improve upon behavior data reporting and analysis<br>● 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**<br>● **Expand cyber security PD for staff**<br>● **Improve upon GoGuardian Use by staff**<br>● **Improve upon E-hall pass use Continue with ALICE instruction, practice and drills** | 5.1 Usage Data and ALICE feedback response | 5.1<br>-75% of Staff will be proficient in the use of GoGuardian<br>-90% of Staff will employ -E-hall pass with fidelity.<br>-ALICE Drills will be performed three times a year |
| | 5.2 Annual review and audit of facility needs ● Seek input from staff<br>● Support audit<br>● 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<br>● Support maintenance and refurbishment<br>● Improve upon tech ticket reporting<br>● 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**<br>● **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**<br>● **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

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| MISSION |
| --- |
| District: The mission of our school system is to inspire all students to think, to learn, and to care.<br>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.<br><br>ORRJHS:<br>We educate:<br>• Intellectually<br>• Socially<br>• Emotionally<br>• Physically<br>• Ethically<br>We motivate:<br>• by making education relevant<br>• by providing opportunities for student talk and group work<br>• by having students problem solve<br>• by giving students choice<br>• 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**<br>Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.<br><br>**#2: Teaching & Learning**<br>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)<br>● Develop a JH School Portrait of a Graduate that corresponds to the high school Portrait of a Graduate<br>2.4 Support District Wide POG<br>● 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<br><br>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<br><br>2.4 Draft JH POG is supported by the 6th grade competencies and indicators of success<br>Draft JH POG prepares supports 9th grade competencies and indicators of success |
| | 1.2 Adopt and Implement a Curriculum Review Cycle<br><br>1.3 Curriculum Leadership Team<br>● Instructional Council Curriculum Collaboration<br><br>2.2 Instructional Council<br>● Support teacher participation in the Instructional Council | 1.2 Continue implementation of CRC<br><br>1.3 Roles, responsibilities, and purpose of the Department and Team leaders are clearly defined<br><br>2.2 JHS Teacher Leaders and Admin are active members of the Instructional Council | 1.2 Curriculum phases will be locked in by department<br><br>1.3 The Instructional Council will be the primary driver of curriculum progress.<br><br>2.2 The JH will have experienced and trained representation on the Instructional Council |
| | 1.4 Common Assessments<br>● Needs Assessment of Common Assessments practices<br>● PD in development and data analysis of common assessments | 1.4 Needs assessment reports for ELA, Math, Social Studies, and Science<br><br>Common Assessment implementation | 1.4 Unit standards based common assessments are informing instruction and curriculum in ELA and Math |

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|---|---|---|---|
| **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<br>JHS team leaders and department coordinators increase their knowledge of Atlas tools capabilities.<br><br>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<br>● 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<br>● Provide input and feedback in the development of PD Plan<br>● Dedicate time for PD<br>● 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<br>• Improve and implement the school DCAP<br>• Develop Pathways Team Operation | 3.1 Annually updated DCAP Adjustments to practice for the Pathways Team - with documented expectations about process<br><br>Adjust Pathways Team to the new building schedule<br><br>Identify all current JHS Supports | 3.1 The DCAP will be an active resource<br>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<br>• 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<br>• Provide school based PD<br>• 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.<br>• 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<br>• 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**<br>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<br>• Expand Project 351 Playbook Program<br>• Improve and Adapt Advisory Program<br>• Improve upon Responsive Classroom techniques | 4.1 Participation Rate in Project 351 Playbook<br>-Advisory Student Survey Results<br>-RC Kaleidoscope and Self Assessment Tool Results | 4.1 -Parts of The Responsive Classroom and Character Counts SEL curriculums piloted<br>-The Project 351 Playbook integrated into Advisory<br>-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<br>• 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<br>• Publish weekly Navigator newsletter<br>• Support ORR Connect App<br>• 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<br>• Conduct Principal roundtables with a variety of students<br>• Engage with the Junior Ambassadors and Project 351 students for input and feedback about their learning environment<br>• 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.<br>• Provide and engage in PD to improve upon behavior reporting system<br>• 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**<br>Ensure safe, secure, and equitable learning environments in all schools. | 5.1 Cyber security and Physical Safety PD<br>• Expand cyber security PD for staff<br>• Improve upon GoGuardian Use by staff<br>• Improve upon E-hall pass use Continue with ALICE instruction, practice and drills | 5.1 Usage Data and ALICE feedback response | 5.1<br>-75% of Staff will be proficient in the use of GoGuardian<br>-90% of Staff will employ Securely Pass<br>-ALICE Drills will be performed three times a year |
| | 5.2 Annual review and audit of facility needs<br>• Seek input from staff<br>• Support audit<br>• 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<br>• Improve upon chromebook care and distribution<br>• Support maintenance and refurbishment<br>• Improve upon tech ticket reporting<br>• Support development of replacement plans | 5.3 Chromebook Plan<br><br>Ticketing System Success | 5.3 Chromebook Plan in place<br>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<br>• 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<br>• 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 COMMITTEE**
**June 26, 2025 at 12:00 p.m.**
**Marion – Mattapoisett – Rochester, Massachusetts**
**REGULAR MEETING MINUTES**

**Members Present: Michelle Smith, Chairperson** Rosemary Bowman, Margaret McSweeny, Matthew Monteiro, James Muse, April Nye, Joseph Pires and Robin Rounseville (all remote).

**Members Absent:** Frances-Feliz Kearns

**Others Present:** Michael S. Nelson, Superintendent of Schools; Melissa Wilcox, Executive Assistant to the Superintendent.; teachers, parents, students and members of the press.

Meeting was called to order at 12:04 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted via zoom.*

## V. General

### A. Approval of Disposal of Technology Items

Recommendation:
That the School Committee review for disposal a list of items from the Technology Team to be recycled as they are non-operational and exhausted their useful life.
Superintendent Nelson reviewed the list of items provided by the Technology Team for recycling/disposal.
MOTION to approve the disposal of Technology Items as presented
MOTION by Mr. Muse
MOTION Seconded by Ms. Nye
MOTION PASSED 8-0
ROLL CALL: Smith; yes, Bowman; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

### B. Approval of Disposal of Surplus Items

Recommendation:
That the School Committee review for disposal a list of surplus items that are damaged or broken.
Superintendent Nelson reviewed the list of items provided by the Facilities team for recycling/disposal.
MOTION to approve the disposal of surplus items as presented
MOTION by Mr. Muse
MOTION Seconded by Ms. Nye
MOTION PASSED 8-0
ROLL CALL: Smith; yes, Bowman; 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 donation of two 35mm SLR film cameras to the ORRHS photography program with Ms. Mogilnicki from community member/ORR alum Bill Hickey.
MOTION to approve the donation of two cameras as presented
MOTION by Ms. Nye

MOTION Seconded by Ms. Rouseville
MOTION PASSED 8-0
ROLL CALL: Smith; yes, Bowman; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

**D. Approval of Request for Funding**
Recommendation:
That the School Committee review a request from Athletic Director Chris Carrig to expend funds from the ORR Athletics Advertising account per policy KHB.
Superintendent Nelson shared the following from Mr. Carrig: *The Athletic Department is requesting $5,869 to purchase a portable scoreboard for use by our teams. Currently the only outdoor scoreboard is the one located on the All Purpose Field. This serves many of our teams, but does not provide a visible scoring or timing option for JV soccer, varsity baseball, varsity softball, or varsity and JV field hockey. The small tabletop solution used the last few years cannot be seen by players, coaches, officials or fans, and has died in the middle of games frequently. This new scoreboard is battery operated and rechargeable, and clearly visible from the furthest point of any of our home game sites. It is on wheels and can be moved easily to any location as needed.*

*It is best practice to provide highly visible timing and scoring to all varsity contests, and when possible, to JV contests as well. I borrowed this exact system from a local school last fall to pilot for a few games in our field hockey program and the response was entirely positive. It gave a much more legitimate game presentation, and provided everyone in attendance the information they needed. I was pleased to watch the games without having to provide the score, quarter, or time remaining to anyone. When I look at the intention of our advertising partnerships, this project reaches a wide range of athletes in multiple seasons, which is exactly what we set out to do.*

He added per school committee policy, using funds from the ORR Athletics advertising gift account must be approved by the school committee. It is exciting to see funding already being used in the first year of advertising.
MOTION to approve the purchase of the scoreboard with advertising funds as presented
MOTION by Ms. Nye
MOTION Seconded by Mr. Monteiro
MOTION PASSED 8-0
ROLL CALL: Smith; yes, Bowman; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

## VI. New Business

**Record of Warrant(s)**
Recommendation
That the School Committee review a record of the warrant(s) from May 16, 19, 22, 23, 28, 29, June 3, 4, 5, 11, 13, 17, 2025.

**Budget Transfers**
Recommendation
That the School Committee review a budget transfer.
Superintendent Nelson shared a memo on behalf of Mr. Barber for the Old Rochester Regional School District School Committee to authorize the transfer of $250,000 from the District's certified Excess and Deficiency Fund to the Capital Projects Stabilization Fund, in accordance with Massachusetts General Laws

Chapter 71, Section 16G½, and as guided by the joint advisory from the Department of Elementary and Secondary Education and the Division of Local Services. This transfer supports the District's long-range capital improvement plan and maintains compliance with all applicable statutory limits.

**X. Information**

Recommendation:

That the School Committee review the District's End of Year Financial Report.

MOTION to adjourn at 12:14 p.m.
MOTION by Mr. Muse
MOTION Seconded by Ms. Nye
MOTION PASSED 8-0
ROLL CALL: Smith; yes, Bowman; yes, McSweeny; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes, Rounseville; yes

Respectfully Submitted,

Melissa Wilcox
Recording Secretary

**Meeting Resources**

Tech Disposal List
Facilities Surplus List
Camera Donation photo
Funding Request Memo
Warrant(s)
Food Service Report
Facilities Report
Budget Transfer Memo
District's End of Year report

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

**www.oldrochester.org**

**Phone: 508-758-2772**
**Fax: 508-758-2802**

**Michael S. Nelson, M.Ed.**
Superintendent of Schools

**Sharlene Fedorowicz, Ph.D.**
Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, SFO, MCPPO**
Assistant Superintendent of Finance & Operations

**Jaime L. Curley, Ed.D.**
Assistant Superintendent of Student Services

# STATEMENT ON BACK TO SCHOOL 2025-2026

With the 2025-2026 school year upon us – it is my hope that our faculty and staff members have enjoyed the summer break and have taken the opportunities to relax, have fun, and rejuvenate.

The start of a new school year brings with it a strong sense of renewal. As educators - we all feel a mix of emotions when renewing our professional work and returning to our classrooms. Personally, I feel a mix of anxiousness, nervousness, and readiness. I love the work that we do together and I am truly excited about the school days ahead.

We are fortunate that our schools share one strategic plan – Vision2028. Our schools are able to collectively work together to realize Vision2028's objectives and initiatives - by sharing a vision, core values, and a theory of action. As a result, all of our students will benefit from the outcomes we achieve together.

This year we will continue our work implementing a cohesive curriculum, developing our districts' Portrait of the Graduate, strengthening our comprehensive and multi-tiered systems of support, fostering an inclusive school climate and culture for all students, and ensuring safe learning environments in all schools.

Most importantly, this year our faculty and staff members will spend 180 school days providing our students with opportunities to learn individually and collectively with their peers.

On Opening Day – we will spend time connecting with one another, celebrating the longevity of our peers' work, welcoming new colleagues and discussing the importance of education and student voice with our keynote speaker.

The mission of our school system remains our guide moving forward.

We strive to inspire all students to think, to learn, and to care.

Thank you for being educators – our work matters.

_____

**Michael S. Nelson**

**Superintendent of Schools**

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

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Assistant Superintendent of Student Services

# OPENING DAY AGENDA

**August 25, 2025**

## Breakfast (7:30am – 8:30am) – Meet & Greet

*Coffee and breakfast food items will be made available during this time in the Old Rochester Regional School District's Cafeteria. Please also use this time to reconnect with your colleagues and meet new ones.*

## Opening Remarks, Introductions, & Recognitions (8:30am) – The Leadership Council

*All staff members are expected to report to the high school auditorium for Opening Day activities.*

## Keynote Presentation (Approximately 9:15am) – Carolyn Casey, Founder & Executive Director Project 351

## Keynote Presentation Overview

*Carolyn's path of service was inspired by the example of her parents – both educators – and her siblings, who put faith, family, and community first. In addition, taught her that love is an action verb and compassion, kindness, and a devotion to advocacy serve as the foundation for a purposeful life. Her presentation will focus on promoting student voice and developing a purposeful life.*

## Biography of Keynote Speaker

*Carolyn graduated from the College of the Holy Cross with a Bachelor of Arts degree in English and received her Masters in Public Administration from the John F. Kennedy School of Government at Harvard University. She is a founding member of the Advisory Board for the Martin Richard Institute for Social Justice at Bridgewater State University and is a member of the Corporation Board for Beacon Academy and the CEO's Kitchen Cabinet at Big Sister Association of Greater Boston. A fervent believer in the power of inclusive convening, Carolyn co-founded a monthly forum for nonprofit women executives to strengthen collaboration, best practice exchange, and peer mentorship. Her dedication to youth leadership and advocacy has been recognized by Holy Cross College Club of Boston, United Way, LIFT Boston, Irish America Magazine, and Harvard's Phillips Brooks House Association.*

## Dismissal – Return to School Buildings

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT &

MASSACHUSETTS SUPERINTENDENCY UNION #55

# Welcome Back!

AUGUST 25, 2025

# Vision 2028 Strategic Plan

## Mission

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

## Vision

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

# Vision 2028
# Strategic Plan

## Core Values

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

Our school community will inspire us to:
THINK:
Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.
LEARN:
Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.
CARE:
Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

# Vision 2028 Strategic Plan

## 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.

# Teaching & Learning

## Objective One

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

## Objective Two

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.

## Highlights

**Year 2 Accomplishments:**

Obj 1: Brought together a community committee to develop a draft of the PreK–12 Portrait of the Graduate Core Competencies and Attributes.

Obj 2: Launched and implemented a PD Planning Process created by the Instructional Council that produced common themes and topics aligned with the Strategic Plan.

**Year 3 Focus:**

Obj 1: Expand staff voice and input in Portrait of the Graduate, create student-friendly "I Can" statements, and collaborate within school buildings to bring the Core Competencies and Attributes to life.

Obj 2: Refine the PD Planning process with themes that deepen alignment to the Strategic Plan and support ongoing HQIM implementation and assessments.

# Support Systems

## Objective Three

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

## Highlights

**Year 2 Accomplishments:**
Started pilot of the Fly Five curriculum, aligned to Responsive Classroom; provided district-wide training for tracking incidents.

**Year 3 Focus:**
Complete a needs assessment on MTSS academic tiers (1, 2, and 3) and maintain and expand ORR Cares at ORRHS with student-led, adult-supported initiatives along with Fly Five in K-8.

# Climate & Culture

## Objective Four

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

## Highlights

**Year 2 Accomplishments:**

Engaged students in leadership, collaboration, and career exploration through programs like Project 351, Kindness Crew, Student Ambassadors, and the Student Advisory Council, while partnering with local businesses and incorporating career-focused guidance sessions.

**Year 3 Focus:**

Continuation of student engagement and career exploration and launch OpenArchitect for data collection, analysis, and intervention planning.

# Safe Schools

## Objective Five

Ensure safe, secure, and equitable learning environments in all schools.

## Highlights

**Year 2 Accomplishments:** Enhanced cybersecurity and digital safety through staff training, community presentations, and newsletters; continue facility audits and updates, including security systems and phase replacement planning; and maintain instructional technology through device updates, legacy hardware disposal, and network infrastructure improvements.

**Year 3 Focus:** Review safety and security practices, assess and inventory technology and facilities, evaluate usable life, and develop phased replacement and ten-year capital plans in collaboration with building and district teams.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT &

MASSACHUSETTS SUPERINTENDENCY UNION #55

# Welcome
# New Staff!

# Sarah George
# Human Resources Manager
# ORRSD

## SUMMER HIGHLIGHT

My summer highlight for 2025 was visiting Acadia National Park in Maine. We're aiming to visit every National Park in the country, and surprisingly, Acadia was one that we hadn't checked off our list. We didn't have the best weather for early June, but the hikes were fantastic!

## FUN FACT

I have traveled to 27 out of 44 countries in Europe, over half the European continent. I can play 7 instruments, 5 of which are self-taught.

# Lucy Fuller
# Receptionist/Admin Assistant
# ORRSD

## SUMMER HIGHLIGHT

Summer is my favorite time of year, and I made the most of it! I spent as many weekends as possible soaking up the sun at Silvershell Beach in Marion! Weeknights were often filled with cheering on my son Brendan at his baseball games, and I even caught a few Red Sox games in Boston with my family. A special highlight was traveling to Annapolis, Maryland, to celebrate my niece's wedding!

## FUN FACT

- I am the youngest of 9 siblings!
- I have 2 children, Paige & Brendan - both are ORR students/alumni.
- We have an 8-year-old dog named Brady (named after Tom Brady).

# Christina Cioffi
# Director of Guidance

## SUMMER HIGHLIGHT

We took our first ever RV trip, traveling over 2000 miles in 9 days.

## FUN FACT

My kids range in age from 25 to 8 years old.

# Brayden Fanti
# Instructional Assistant
# ORRHS

## SUMMER HIGHLIGHT

My summer highlight would be spending a week in Punta Cana with my whole family!

## FUN FACT

- I am also the after school Theatre Director here at ORR.
- I am a professional theatre actor.
- I did stand up comedy for 8 years

# Greg Dudek
# Instructional Assistant
# ORR Junior High School

## SUMMER HIGHLIGHT

Beach days with the family.

## FUN FACT

I hosted a podcast with former Red Sox infielder and 2013 World Series champion Will Middlebrooks and I am terribly afraid of rollercoasters.

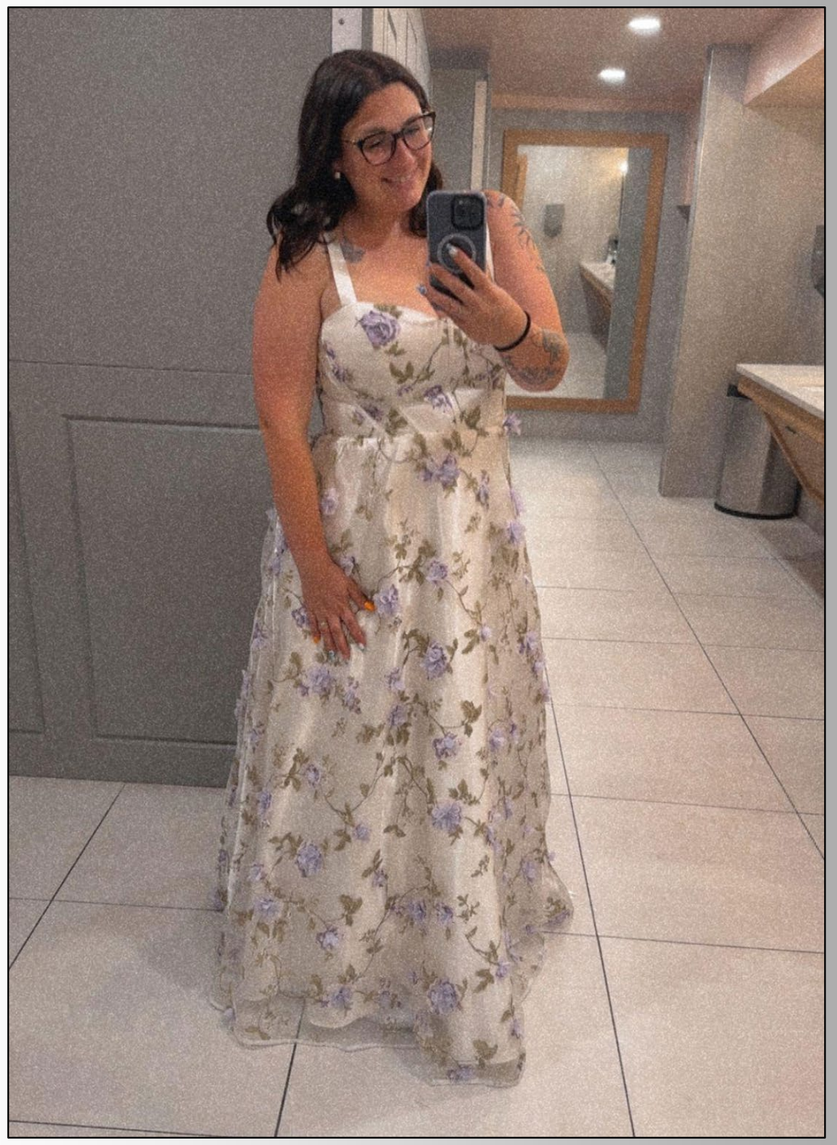
# Ashleigh Fortin
# Instructional Assistant
# ORR Junior High School

## SUMMER HIGHLIGHT

Spending time with my kids and enjoying the small things.

## FUN FACT

I have 3 kids & I go to school full time for early childhood education.



# Madeline Major
# Special Education - ISP
# ORR Junior High School

## SUMMER HIGHLIGHT

Going to my family camp in Garland Maine, and going to Hampton Beach with my boyfriend and his family!

## FUN FACT

I love the outdoors - especially fishing and I have can recite half of the Gettysburg Address. (Yes…for some reason only half!)

# Vanessa Medeiros

## School Adjustment Counselor/ Social Worker

## ORR Junior High School

### SUMMER HIGHLIGHT

Getting married in the Azores, Portugal - on the island where my family grew up! (I got married on August 17th!)

### FUN FACT

I am one-third of a Portuguese comedy group called "The Portuguese Kids" - we have performed and travelled all over the globe and have an international 6-episode TV show called "Portuguese Problems" that aired last year in 20+ million homes.

# Delaney Schiefen
# Music/Choral Teacher
# ORR Junior High School

## SUMMER HIGHLIGHT

I attended a wedding in England.

## FUN FACT

I am working toward hiking all of New Hampshire's 4000-foot peaks. Also, my family and I are beekeepers.

# Sara Most
# Instructional Assistant
# ORR Junior High School

## SUMMER HIGHLIGHT

Flying to Nantucket with my husband as the pilot and daughter for lunch, shopping, and celebrating my birthday. Daniel and I later took my friend, Donna, and my daughter to Martha's Vineyard for lunch. We loved all the 50th anniversary celebrations for Jaws and window shopping in boutiques.

## FUN FACT

- I have a 4 year old daughter named Maggie.
- I have two Shih tzus named Bobby and Lulu.
- My husband, Daniel flies corporate airplanes for the Minnesota Vikings.

# Lauren Nielson
# English Teacher
# ORR Junior High School

## SUMMER HIGHLIGHT

I spent a week in Nantucket with friends!

## FUN FACT

- I graduated from Endicott College in December.
- I have read over 50 books so far this year.
- I am obsessed with iced coffee from Dunkin.

# Rebecca White
# Special Education Teacher
# ORR Junior High School

## SUMMER HIGHLIGHT

This summer I enjoyed camping with my family.

## FUN FACT

I am an ORR graduate and I previously worked in the Mattapoisett elementary schools for over 10 years.

# Years of Service Recognition

# Old Rochester Regional Junior High School

## 10 Years of Service

- Nichole Charbonneau
- Sheri DeChellis

## 15 Years of Service

- Jeffrey Lombard
- Hope Perkins

## 20 Years of Service

- Gregory Andree
- Corey Philips

# Old Rochester Regional Junior High School

## 25 Years of Service

- Toni Bailey
- Therese Valente

# Old Rochester Regional High School

## 10 Years of Service

- Steven Bernardo

## 15 Years of Service

- Susan Durocher
- Christine Valm

## 25 Years of Service

- Steven Carvalho
- Colin Everett
- Geoff Kelsey
- Wendy McPhee

# Old Rochester Regional School District

## 10 Years of Service

- Jill Henesey

## 20 Years of Service

- Cheryl Almeida

## 25 Years of Service

- Silas Coellner
- Michael Devoll
- Bill Tilden

# Passion and Purpose

## Keynote Presentation:

Carolyn Casey

Founder & Executive Director Project 351

and Project 351 ORR Students

VIDEO

# Welcome

## BACK TO SCHOOL

**WE LOOK FORWARD TO A GREAT YEAR!**

HOUSE DOCKET, NO. 3070 FILED ON: 1/16/2025

# HOUSE . . . . . No. 666

## The Commonwealth of Massachusetts

PRESENTED BY:

***Alice Hanlon Peisch and Kate Lipper-Garabedian***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act promoting safe technology use and distraction-free education for youth.

PETITION OF:

| NAME: | DISTRICT/ADDRESS: | DATE ADDED: |
|---|---|---|
| *Alice Hanlon Peisch* | *14th Norfolk* | *1/16/2025* |
| *Andrea Joy Campbell* | *Attorney General* | *1/16/2025* |
| *Nick Collins* | *First Suffolk* | *1/27/2025* |
| *Carmine Lawrence Gentile* | *13th Middlesex* | *2/3/2025* |
| *Danillo A. Sena* | *37th Middlesex* | *2/3/2025* |
| *Jennifer Balinsky Armini* | *8th Essex* | *2/18/2025* |
| *Carlos González* | *10th Hampden* | *2/24/2025* |
| *Paul McMurtry* | *11th Norfolk* | *2/24/2025* |
| *Simon Cataldo* | *14th Middlesex* | *3/5/2025* |
| *Sean Garballey* | *23rd Middlesex* | *3/7/2025* |
| *Jay D. Livingstone* | *8th Suffolk* | *4/8/2025* |
| *David T. Vieira* | *3rd Barnstable* | *5/27/2025* |
| *James C. Arena-DeRosa* | *8th Middlesex* | *6/18/2025* |
| *Mike Connolly* | *26th Middlesex* | *6/18/2025* |

HOUSE DOCKET, NO. 3070 FILED ON: 1/16/2025

# HOUSE . . . . . No. 666

By Representatives Peisch of Wellesley and Lipper-Garabedian of Melrose, a petition (accompanied by bill, House, No. 666) of Alice Hanlon Peisch, Andrea Joy Campbell and others relative to the use of personal electronic devices on school grounds. Education.

## The Commonwealth of Massachusetts

**In the One Hundred and Ninety-Fourth General Court**
**(2025-2026)**

An Act promoting safe technology use and distraction-free education for youth.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

SECTION 1. Chapter 71 of the General Laws, as amended by section 2 of chapter 118 of the acts of 2024, is hereby further amended by adding the following 2 sections:-

Section 101. Each public school shall have a policy regarding the use of personal electronic devices on school grounds and during school-sponsored activities to reduce distractions, maintain environments focused on learning and protect the privacy and safety of students and staff. Each public school shall notify the parents or guardians of all students attending the school of the policy. The policy shall include, but not be limited to, a prohibition on physical access to a personal electronic device by students during the school day as defined by the board of elementary and secondary education pursuant to section 1G of chapter 69 unless: (i) authorized by a school administrator to address the needs of an individual student; (ii) when used in accordance with an individualized education program or an education plan implemented pursuant to section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq.; or (iii) during

an emergency. For the purposes of this section, a “personal electronic device” shall mean a smart phone, mobile phone, tablet, computer, smartwatch or other electronic device not owned or provided to a student by a public school that is capable of communication through the internet or a wireless network.

The policy and any standards and rules enforcing the policy shall be prescribed by the school committee in conjunction with the superintendent or the board of trustees of a commonwealth charter school.

The department of elementary and secondary education shall, in consultation with the attorney general’s office and the department of public health, provide guidance and recommendations to assist schools with developing and implementing effective policies regarding the use of personal electronic devices on school grounds and during school-sponsored activities consistent with this section and shall make such guidance and recommendations publicly available on the department's website. Guidance and recommendations may be reviewed and regularly updated to reflect applicable research and best practices.

Each school district and charter school shall file its school personal electronic device use policy with the department of elementary and secondary education in a manner and form prescribed by the department.

Section 102. Each public school shall have a policy regarding the education of its students about the social, emotional and physical risks and harms of social media use. The school shall notify the parents or guardians of all students attending the school of the policy and shall post the policy on the school's website. The policy, and any standards and rules enforcing the

policy, shall be prescribed by the school committee in conjunction with the superintendent or the board of trustees of a charter school.

The department of elementary and secondary education, in consultation with the attorney general's office and the department of public health, shall provide guidance and recommendations to assist schools with developing and implementing effective social media use education policies and shall make such guidance and recommendations publicly available on the department's website. Guidance and recommendations may include, but shall not be limited to, curriculum resources, guidance on developing community norms regarding cell phone and social media use, guidance for educating parents or guardians on managing their child's social media use and recognizing warning signs of the harmful effects of social media use and other available resources. Guidance and recommendations may be reviewed and regularly updated to reflect applicable research and best practices.

Each school district and charter school shall file its social media use education policy with the department of elementary and secondary education in a manner and form prescribed by the department.

SECTION 2. The General Laws are hereby amended by inserting after chapter 93L the following chapter:-

CHAPTER 93M

ONLINE PROTECTION

Section 1. As used in this chapter, the following words shall, unless the context clearly requires otherwise, have the following meanings:

"Account", a unique profile for a user of a social media company.

"Algorithmic ranking system", means a computational process, including a process derived from algorithmic decision making, machine learning, statistical analysis or other data processing or artificial intelligence techniques, used to determine the selection, order, relative prioritization or relative prominence of content from a set of information that is provided to a user on a social media platform, including search results ranking, content recommendations, content display or any other automated content recommendation method.

"Content", text, image or video created, shared or viewed through a social media platform.

"Connected account", an account directly connected to another account by affirmative request or affirmative confirmation by the users of both accounts.

"Social media feed", the presentation of content to users of a social media platform that has been recommended, selected or prioritized for presentation based on an algorithmic ranking system or other information associated with the user's account.

"Social media platform", a public website, online service, online application or mobile application that displays content primarily generated by users and allows users to create, share and view user-generated content with other users. "Social media platform" shall not include email, cloud storage, SMS, MMS, RCS, or similar text messaging telecommunications services or document viewing, sharing or collaboration services.

"Minor", an individual who is under 18 years of age.

"User", an individual who accesses or uses a social media platform through an account.

"Parent", a parent or legal guardian.

Section 2. (a) A social media platform shall implement an age assurance or verification system to determine whether a user on the social media platform meets age requirements to use the platform under applicable law. The age assurance system shall consist of the best technology available in the age assurance and verification industry with measures reasonably calculated to accurately identify a current or prospective user's age and determine the proper level of access to the social media platform's features pursuant to this chapter with 99 per cent accuracy.

(b) A social media platform shall implement a review process to allow users to appeal the social media platform's age designation by submitting documentary evidence over the internet to establish that the user is not a minor and shall review the documentary evidence submitted and make a determination on the appeal within 3 days.

(c) Any data or information gathered by the social media platform for use in the age assurance system, or during any appeal of the age assurance system's determination, shall be segregated by the social media platform and remain confidential. The data and information gathered for use in the age assurance system, or during any appeal of the system's determination, shall not be used for any other purpose by the social media platform.

Section 3. (a) Upon determination that an account belongs to a minor user, a social media platform shall set the default settings of the minor user to ensure a heightened level of privacy and limit the use of features that prolong minor engagement with the social media platform. The default settings shall include, but not be limited to:

(i) restricting the visibility of the minor user's account to only connected accounts;

(ii) limiting the minor user to only sharing content with connected accounts;

(iii) limiting the minor user to only direct messaging with connected accounts;

(iv) enabling a social media feed that only presents content chronologically;

(v) disabling autoplay functions that continuously present content to a user;

(vi) disabling continuous scrolling or pagination functions that present continuous content as the user continues to scroll a social media feed;

(vii) disabling notifications to the minor user concerning a social media feed between the hours of 10:00 p.m. and 6:00 a.m. and between the hours of 9:00 a.m. and 3:00 p.m.;

(viii) restricting a minor user from accessing the social media platform between the hours of 10:00 p.m. and 6:00 a.m. and between the hours of 9:00 a.m. and 3:00 p.m.;

(ix) restricting a minor user from accessing the social media platform for more than 1 ½ cumulative hours of use in any 24 hour period;

(x) restricting a minor user from accessing the social media platform for 10 minutes after 20 minutes of continuous use.

(b) The default settings of a minor user of a social media platform who is 15 years old or younger provided in clauses (ix) and (x) of subsection (a) may be changed with parental consent pursuant to section 5; provided, however, the parent may not increase access pursuant to clause (ix) to more than 2 hours in any 24 hour period and the parent may not increase continuous use pursuant to clause (x) to more than 30 minutes before 10 minutes of inaccessibility.

(c) The default settings of a minor user of a social media platform provided in clauses (ix) and (x) of subsection (a) may be changed by a minor user who is 16 or 17 years old; provided, however, the minor user may not increase access pursuant to clause (ix) to more than 2 hours in any 24 hour period and the minor user may not increase continuous use pursuant to clause (x) to more than 30 minutes before 10 minutes of inaccessibility.

(d) A social media platform shall restrict from public visibility a minor user's account within 1 hour of receiving a request for a restriction by a parent of a minor user 15 years old or younger or by a minor user and shall delete a minor user's account within 3 days of receiving a request for a deletion by a parent of a minor user 15 years old or younger or by a minor user. Any restriction or deletion pursuant to this subsection shall include all information and material made publicly available by the minor user on the social media platform. Nothing in this subsection shall require a social media platform to contravene any federal or state law or regulation or require a social media platform to delete information subject to a law enforcement investigation.

(e) A social media platform shall provide a conspicuous tool with each item of content to allow a minor user the ability to flag or otherwise indicate that the minor user found the content to be unwanted or harmful.

(f) A social media platform shall present a warning to minor users on the negative effects of social media use on social, emotional and physical health. The warning shall be presented to a minor user upon account activation and every 30 days thereafter and shall require the minor user to acknowledge the warning before proceeding to use the social media platform.

Section 4. (a) A social media platform shall publicly and conspicuously post the following information on the social media platform's website:

(i) data and information on how the social media platform tracks platform use by minor users including, but not limited to:

(1) any tracking by the social media platform on the number of times for each mode of interaction that a minor user interacts with other accounts in an hour, day, week and month; and

(2) whether and how the social media platform engages in any limitations in the ability of minor users to engage in account interactions;

(ii) data and information on whether and how the social media platform:

(1) assesses the relevance of content on the platform to the preferences of a minor user; and

(2) assesses minor users' expressed preferences regarding content;

(iii) statistics on the platform's use by minor users for each distinct type of account interaction or engagement, including but not limited to:

(1) sending invitations or messages to other platform users;

(2) commenting on content;

(3) resharing content;

(4) liking content;

(5) voting for content;

(6) reacting to content;

(7) posting new minor user-generated content;

(8) disseminating minor user-generated content to other platform users; and

(9) time spent on the platform by minor users;

(iv) data and information on when and how often notifications are sent to a minor user and how the social media platform determines when to send a notification to a minor user; and

(v) a description of all product experiments that have been conducted on 1,000 or more minor users of the social media platform, including a description of the experimental conditions and the results of the product experiment for all experimental conditions on users' viewing or engaging with content that:

(i) minor users indicate to be of high or low quality;

(ii) minor users indicate complies or does not comply with the users' expressed preferences;

(iii) minor users indicate is harmful or unwanted; or

(iv) minor users indicate violates platform policies.

(b) Every 7 days the social media platform shall survey minor users to determine whether, and to what extent, the minor user had experienced unwanted or harmful activity on the social media platform. The social media platform shall collect the surveys required pursuant to this subsection and any data concerning the flagging of unwanted or harmful content pursuant to subsection (e) of section 3 and make the surveys and data publicly available.

Section 5. Nothing in this chapter shall be construed as requiring a social media platform to provide a parent any additional or special access to or control over the data or accounts of their minor user child; provided, however, the social media platform may provide a parent access to the account of a minor user child for the purposes of obtaining consent pursuant to section 3.

Section 6. A violation by a social media platform of the provisions of this chapter shall be deemed an unfair or deceptive act or practice in trade or commerce under the provisions of chapter 93A. A violation of section 2 or section 3 shall be punished by a civil fine of not more than $5,000 per violation. Each user affected by a violation of section 2 or section 3 shall be considered a separate violation under this section. A violation of section 4 shall be punished by a civil fine of not more than $1 million. Each day that a violation of section 4 occurs shall be considered a separate violation under this

Helene Rose:  Two indoor plants for the Environmental Club

Tricia Weaver- three plants for the Environmental Club

James Dunn (family member of current student): Two benches for the native garden - made by hand with wood that he donated.
Mark Whalen:  30 "Tree Cookies" for the Native Garden

Kerri Dowdall and Victoria Tutino received a $250 donation from Donors Choose for classroom essentials that will supply both ISP spaces and social workers spaces for 4-5 months. We received:

- Tissues
- Pencils
- Cleaning Supplies
- Expo Markers
- Snacks

We put the project together over the summer and it was fully funded by the start of the school year.

Donation from Mattapoisett Congregational Church/Dr. Drew Nahigyan Dropped Off Gift Cards

Donation:

(1) - $100.00 Gift Card To Walmart
(8) - $50.00 Gift Cards To Walmart

Total Amount of Donation: $500.00

This donation is for families/students Attending the Old Rochester Regional Jr. High in need of Food/Clothing/Toiletries, Etc.

The Gift Cards Will Be Managed By Orrjhs Guidance Staff/Social Workers And A Tracking Of The Families They Are Given To Will Be Monitored By Principal Coellner.

OFFICE OF THE GOVERNOR
**COMMONWEALTH OF MASSACHUSETTS**
STATE HOUSE BOSTON, MA 02133
(617) 725-4000

**MAURA T. HEALEY**
GOVERNOR

**KIMBERLEY DRISCOLL**
LIEUTENANT GOVERNOR

July 2, 2025

Michael Nelson
Superintendent
Old Rochester Regional School District
135 Marion Road
Mattapoisett, Ma 02347

Dear Superintendent Nelson,

Congratulations! We are pleased to notify you that **Old Rochester Regional School District's** application for the **FY2026 Coordinated Family and Community Engagement Grant** has been approved. The amount of your grant award is **$75,468.00** for FY2026.

This grant award is subject to final appropriation in the Department of Early Education and Care's (EEC) FY 2026 budget. EEC will contact you with information on the next steps for receiving payment. In the interim, if you have any questions, please feel free to email EECSubmission@mass.gov.

Sincerely,

**MAURA T. HEALEY**
GOVERNOR

**KIMBERLEY DRISCOLL**
LIEUTENANT GOVERNOR

**Tri-Town Education Foundation Grants 25-26**

$2,000 from the Tri-Town Education Foundation for the project ORRHS Community Storywalk Collab by Kate Butler and Alison Barker. The storywalk will be displayed on the Old Rochester Regional campus and used by the high school, preschool program, and visiting families for years to come. It will also provide a flexible and reusable infrastructure for future storywalks, enabling us to feature new books seasonally, including student-created stories, community partnerships, and early literacy initiatives.

$1,000 from the Tri-Town education Foundation for the project ORRHS AmbassadOR Blazers by Michael Devoll. The larger project for the AmbassadOR Club is to empower students to serve as leaders and positive role models while representing Old Rochester Regional High School and the broader district community. The specific funding requested through this grant will be used to initiate the purchase of custom blazers for AmbassadOR Club members.

$590 from the Tri-Town Education Foundation for the project ORRHS Disc Golf by Andrew Apperson. Presently, the ORRHS Disc Golf Course has five permanent Dynamic Discs Veteran style baskets installed, as well as four remaining temporary baskets. Thus, it is our hope to continue the project of replacing our remaining temporary baskets with permanent baskets to match the five existing ones.

# 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

**Aldo Petronio**
Business Manager

**Patrick Mistler**
Director of Technology

**Angela Ruggeri**
Director of Curriculum, Instruction & Assessment


July 1, 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 26, 2025
**Time:** 5:30pm
**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

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

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

# Acushnet Public Schools

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Superintendent of Schools


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 bring 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, Suzy Nunes-Bilhete, susananunesbilhete@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,

Ronald Houde
Acushnet School Committee, Chair

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


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

# Why Old Rochester?

**Superintendent of Schools**
**Michael S. Nelson**

**High School Principal**
**Michael Devoll**

**Assistant Principal**
**Lauren Millette**

# Acushnet Public Schools

## Mission

The Acushnet Public Schools in partnership with staff, parents, and community is to promote student success, growth, and learning in a safe and supportive environment.

## Vision

The Acushnet Public Schools is to be a high-performing school district where all students are afforded the opportunities to realize their potential.

# Old Rochester Regional School District

*Massachusetts Superintendency Union #55*

## Mission

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

## Vision

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

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.

# Who are the Bulldogs ?

**ORRHS is a school of 617 students, 95 of which are School Choice students from communities outside of Marion, Mattapoisett, and Rochester. 16 of our 95 School Choice students are from Acushnet.**

**When you enroll at ORRHS, we don't care where you are from; you are a BULLDOG!**

# Academic Offerings

**ORRHS offers a robust Program of Studies with courses in 3 world languages, engineering, robotics, computer science, performing and technical arts, early childhood education, sports media, unified phys. ed courses and peer partnerships, and so much more.**

**ORRHS offers 19, in-person Advanced Placement Courses taught by 27, highly-qualified, College Board-trained, faculty members.**

GOLD

AP 2024 School Honor Roll

Old Rochester Regional High School

# Academic Offerings

**ORRHS has strong partnerships with local 2 and 4 year colleges providing Dual Enrollment opportunities for students in all grade levels. ORRHS has supported seniors taking their entire final year of high school through Dual Enrollment courses.**

**ORRHS is a recipient of the Innovation Pathway award in two pathways and sectors: Business/Finance and Manufacturing.**

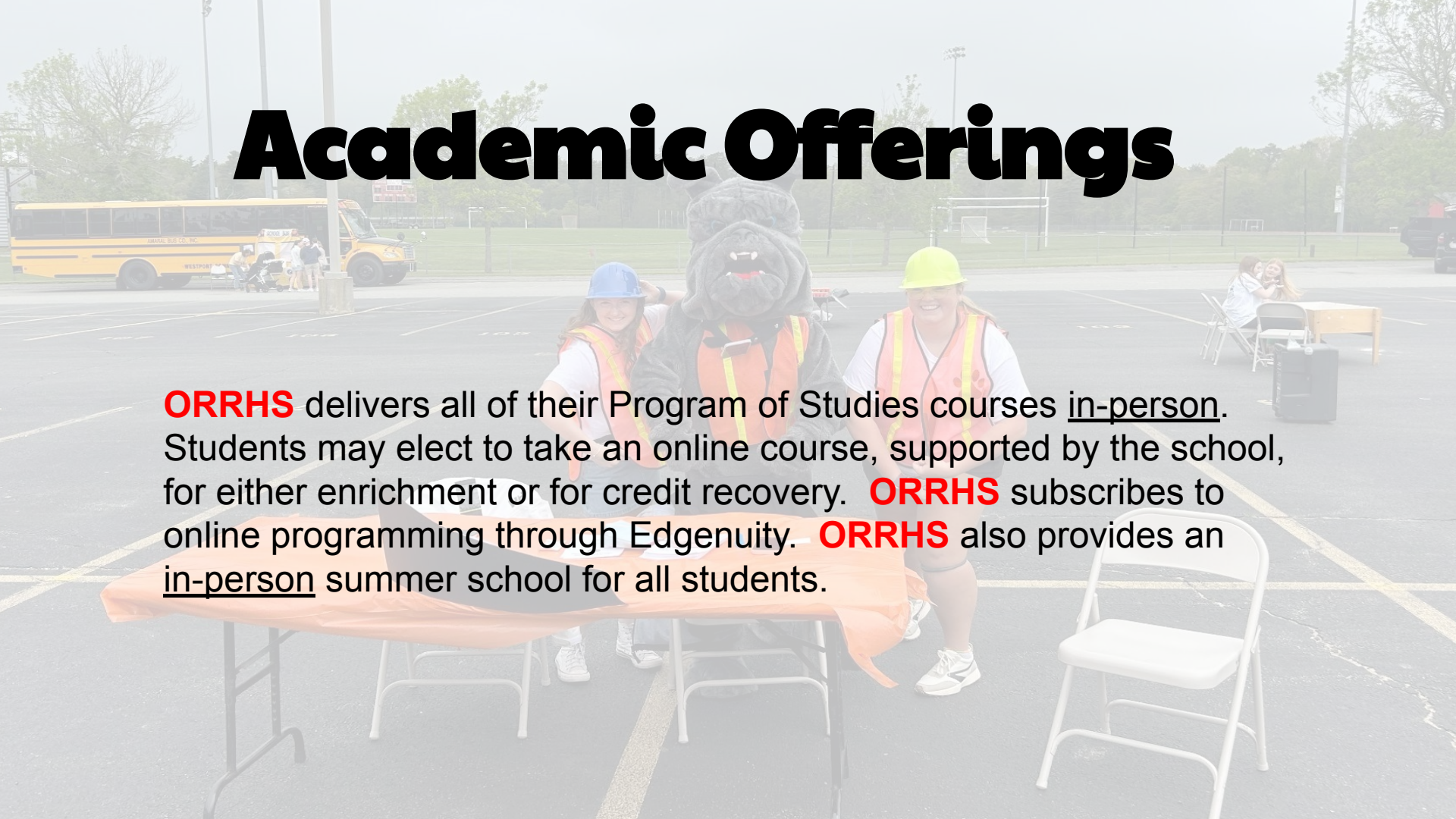
# Academic Offerings

**ORRHS** proudly offers a Chapter 74 Career Vocational Technical Education opportunity for all students in Early Childhood Education. **ORRHS** had 96 students enrolled in our Early Childhood program in 2024-2025.

**COURSE PROGRESSION – EARLY CHILDHOOD EDUCATION**
**FOUR-YEAR SEQUENCE**

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|
| Introduction to Early Education | Child Growth and Development | Early Childhood Education 1 | Early Childhood Education 2 |

# Academic Offerings



**ORRHS** delivers all of their Program of Studies courses in-person. Students may elect to take an online course, supported by the school, for either enrichment or for credit recovery. **ORRHS** subscribes to online programming through Edgenuity. **ORRHS** also provides an in-person summer school for all students.

# Academic Offerings

## Academic Schedule:

4 classes per day
Each class = 75 minutes
Alternates every other day
Rotates the time of day in the 8-day cycle
Includes intervention time: Bulldog Block

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 |
|---|---|---|---|---|---|---|---|---|
| Block 1; 7:30-8:48 | A | E | B | F | C | G | D | H |
| Block 2; 8:53-10:08 | B | F | C | G | D | H | A | E |
| Bulldog Block; 10:12-10:52 | BB | BB | BB | BB | BB | BB | BB | BB |
| Block 3; 10:55-12:40 | C | G | D | H | A | E | B | F |
| Block 4; 12:43-1:58 | D | H | A | E | B | F | C | G |

# Student Experience

**ORRHS offers 41 student clubs and extracurricular activities, 3 seasons of athletics, including 25 varsity sports and 2 unified sports as a member of the South Coast Conference, and year round fine arts concerts and productions.**

**Beyond varsity sports, we offer junior varsity and freshman teams in most sports, with few teams making cuts each year. This fall, we have a student enrollment of 617 students, with 300 signed up to participate in a fall sport.**

**Winner of *Boston Globe* Dalton Award 4 times in the past 10 years recognizing the top Division 3 Athletic Winning Percentage in Massachusetts.**

# Student Experience

**ORRHS provides late bus opportunities two days per week at 3:30pm. Students are dropped off at one of three local libraries.**

**Many students remain after school to participate in clubs, activities, or athletics.**

**Students remain on our school campus to utilize the school library and access their teachers for academic support.**

# Student Experience

**The Old Rochester Regional School District has a strong commitment to social emotional learning to foster inclusion and connection for ALL students.**

**Social Emotional Learning Opportunities:**

**-Utilization of the Responsive Classroom Approach Prek - 8**

**-Bulldog Block Programming (Trusted Adult Approach) at ORRHS**

**-ORR Cares Programming at ORRHS**

**-Utilization of Character Strong Curriculum at ORRHS**

**-Clinical Supports Offered to ALL students at ORRHS**

# Student Experience

**Meet two Bulldogs:**

**Abby Desorcy, Class of 2027**

**Morgan Paiva, Class of 2028**

# Support Services

**ORRHS provides both full and partial inclusion opportunities for students.**

**Students are able to access both and Individual Support Program (ISP) and a Learning Support Center (LSC).**

**ORRHS also includes two partial inclusion, sub-separate settings in a high school Life Skills classroom and an 18-22 year old Transition Program.**

# Support Services

Special Education Liaisons (teachers) meet students in 9th grade and stay with them all four years.

The Staff in the Individual Support Program (ISP) include licensed teachers, counselors, psychologists, behavioral consultants (when needed) and paraprofessionals.

Teachers in the ISP maintain licenses in special education through the Massachusetts Department of Education. Counselors, LICSWs and a psychologist, maintain licenses in their allied health area, and through the Massachusetts Department of Education.

Behavioral Consultants are professionally licensed individuals who have a special area of expertise, such as behavioral management, and are short-term supports to the program.

Paraprofessionals all meet NCLB highly qualified requirements, and have experience in areas related to student need.  They work under the supervision of licensed teachers.

# Support Services

## Related Services

**District Staff**

Speech and Language Pathologists

Special Education Teachers/Liaisons

School Psychologists

Paraprofessionals

7-12 Coordinator

Teacher of the Visually Impaired

**Contracted Services**

Physical Therapists

Occupational Therapists and COTAs

BCBAs

Orientation and Mobility Specialist

School Based Counseling

# Support Services

**ORRHS is a proud Unified Sports Champion High School, increasing access and support for disabled students in the the following ways:**

**Unified Basketball**

**Unified Track and Field**

**Unified Peer Partnership Class**

**Unified Physical Education Class**

**Unified After School Club**

# Support Services

**ORRHS** has three, full-time Guidance Counselors that service all students, roughly a 200-1 ratio.  A counselor stays with a student from grade 9 through 12.

**ORRHS** has a full-time Director of Guidance and Student Services.

**ORRHS** has two, full-time School Social Workers that meet the needs of our student body.

# Equity and Diversity

## ORRHS Student Demographics

**Student Race and Ethnicity:**

87.6% White
5.1% Multi-Race, Not Hispanic or Latino
3.4% Black or African American
2.3% Hispanic or Latino
1.6% Asian

**Selected Populations:**

31.7% High Needs
21.5% Low Income
15.2% Students with Disabilities
2% First Language Not English
0.2% English Learners

52% of ORRHS Teachers are SEI Endorsed.

# Equity and Diversity

## Equity Initiatives

The **Old Rochester Regional School District** School Committee has an Equity Subcommittee that regularly meets.

**Initiatives include:**

-DESE Administrative REDI Professional Development (Equity, Inclusion, Sense of Belonging)

-Project 351 School Model District (Building a Culture of Influencers, Embracing Student Leadership and Voice as Catalysts for Change)

-Community Service (Day of Service Initiative)

-Credit for Life Financial Literacy Fair (Financial Fit Certificate)

-Future Planning Events (College Boot Camps, Career Fairs, & College Fairs)

-State Seal of Biliteracy Program (Student Graduation Opportunity)

-Curriculum Review Cycle (Curriculum is Annually Reviewed for Bias)

# School Performance and Environment

**Student to Teacher Ratio: 11.4 to 1**

**Average Class Sizes:**

- **ELA: 19.1**
- **Math: 16.9**
- **Science: 18.8**
- **Social Studies: 19.9**

**Teacher Longevity: simply put, we didn't have to hire a teacher for 2025-2026. We are fully staffed without 1 new teacher on staff. Teachers make a career out of ORRHS!**

# School Performance and Environment

VOCAL Survey: 81% of **ORRHS** Students report somewhat favorable to mostly favorable on School Climate

Graduation Rates: 96.8% of **ORRHS** students graduated in 4 years with 1.9% remaining enrolled for a 5th year.  98.8% of students graduated within 5 years.

Accountability Measures: **ORRHS** is not requiring state assistance of intervention as we have achieved moderate progress towards our targets.

# School Performance and Environment

**Facilities: ORRHS was opened in the 1961 and is sitting on 94 acres in the Town of Mattapoisett. Our last major renovation was completed in 2001, whereas the High School was joined with Junior High School and a new cafeteria was built to facilitate both schools.**

**ORRHS is 171,994 square feet consisting of 39 general classrooms that are 900 square feet, 8 fully equipped labs with both gas and water, 3 Art and 3 Music classrooms, a 12,800 square foot gymnasium and an auditorium that is 7,000 square feet with 527 fixed seating.**

**Since the 2001 renovation the following projects have been accomplished: security vestibules were install at major entrances, resource officer kiosk stations installed, track resurfaced, replaced aging roof top units, upgraded auditorium audio and lighting systems, converted to LED lighting, installed modern high resolution marquee, and updated our communication system to IP.**

**ORRHS athletic fields are all natural grass turf. The athletics complex consists of two back practice fields, baseball field, and a multi-purpose field. There is also a front softball field with two practice fields. The complex also provides track and field events such as running (sprints, distance races, hurdles, and relays), jumping (long jump, and triple jump), and throwing events (shot put, discus, and hammer).**

**All facility equipment and systems are on service contracts to ensure proper maintenance and assist in recommending updated phase replacement items to stay current and to project modernization of current equipment.**

# School Performance and Environment

**Facilities:** **ORRHS** also is home to Old Rochester Community Television, the Tri Town Preschool, and the Southeastern Massachusetts Educational Collaborative.

**Safety and Security:** **ORRHS** houses a full-time School Resource Officer (SRO) employed by the Mattapoisett Police Department. The school regularly conducts ALICE Active Shooter Trainings in conjunction with both School Administrators and the Mattapoisett Police Department. Major entrances are secured by safety vestibules and utilize RAPTOR school check-in technology for visitors. All entrances are utilize KERI door access technology systems and the building is protected by a comprehensive alarm system.

# Family and Community Engagement

Bulldog Pride Alumni Association

Friends of Old Rochester Drama

Friends of Old Rochester Music

Mass Hire/Local Businesses for Job Readiness

Old Rochester Regional Athletic Booster Club

School Council

SEPAC

Tri-Town Education Foundation Fund

# Fiscal Responsibility

**Expenditures Per Pupil (2024):**

- **Instructional Materials, Equipment and Tech.: $459**
- **Guidance, Counseling, and Testing: $1,101**
- **Pupil Services: $2,132**
- **Operations and Maintenance: $1,892**
- **Insurance, Retirement Programs and Other: $4,344**
- **Administration: $582**
- **Instructional Leadership: $1,326**
- **Teachers: $8,250**
- **Other Teaching Services: $1,522**
- **Professional Development: $93**

**Total In-District Expenditures (2024): $21,700**

**Total Expenditure (2024): $22,889,575**

**Total Expenditure Per Pupil (2024): $21,519**

*****Additional Per Pupil Expenditure Information can be found here: https://reportcards.doe.mass.edu/2024/DistrictReportcard/07400000*****

**Student Fees:**

**Athletics: $275**

**Parking: $50**

# Fiscal Responsibility

**Historical Data on Cost Per Pupil Expenditures.**

| Year | In-District Expenditures | Total In-District FTEs | In-District Expenditures per Pupil | Total Expenditures | Total Pupil FTEs | Total Expenditures Per Pupil |
|---|---|---|---|---|---|---|
| 2023 | $22,365,775 | 1,048.2 | $21,337.32 | $22,691,039 | 1,075.8 | $21,092.25 |
| 2022 | $21,887,236 | 1,090.5 | $20,070.83 | $22,225,087 | 1,113.9 | $19,952.50 |
| 2021 | $20,349,702 | 1,129.5 | $18,016.56 | $20,564,161 | 1,145.5 | $17,952.13 |
| 2020 | $20,242,670.14 | 1,175.3 | $17,223.41 | $20,381,586.14 | 1,191.2 | $17,110.13 |
| 2019 | $20,251,887.90 | 1,208.8 | $16,753.71 | $20,341,316.90 | 1,220.8 | $16,662.28 |

***Historical cost per pupil expenditures information can be found here:  https://profiles.doe.mass.edu/statereport/ppx.aspx***

# Fiscal Responsibility

**Historical Data on Net School Spending and evidence of NSS being met.**

| Year | Required NSS | Budgeted NSS | Amount Over or Under Required | Foundation Budget |
|---|---|---|---|---|
| FY25 | $13,610,881 | $20,398,902 | **$6,788,021** | $13,306,822 |
| FY24 | $13,019,998 | $19,759,396 | **$6,739,398** | $13,019,998 |
| FY23 | $12,541,084 | $19,469,325 | **$6,928,241** | $12,541,084 |
| FY22 | $12,392,230 | $18,539,934 | **$6,147,704** | $12,039,903 |
| FY21 | $12,197,563 | $17,939,845 | **$5,742,282** | $11,988,192 |

***Evidence of NSS being met can be found here: https://www.doe.mass.edu/finance/chapter70/compliance.html***

# What makes ORRHS standout?

**Amber Engel**
ORRHS Class of 2024
2024 Acushnet Teachers Association Scholarship Recipient

Going School Choice to Old Rochester was one of the best decisions I've ever made.  Although it was a challenge at first, it didn't take long for me to get comfortable considering the staff really makes an effort to get to know you on a personal level.

One of Old Rochester's priorities is to challenge you academically, but there is plenty of support while doing so. Extra help is encouraged and easily accessible. The teachers make connections with students that you can't find anywhere else; I was able to easily rely on them when it came time for recommendation letters.

I also had the privilege of participating in their competitive athletics and other clubs, in which I have built lasting friendships. Getting involved at Old Rochester was one of the most important things that made my adjustment easier.

# What makes ORRHS standout?

I wouldn’t trade my experience for anything; in fact, I am fully convinced that it really benefited me when it was time for college. I will be a sophomore at UConn this fall, and going school choice in high school had given me a foundation of what it’s like to be in a new place with all new people. I knew how to adapt comfortably in ways that I wouldn’t have known how to, if it wasn’t for going to Old Rochester my freshman year.

And I owe it all to Mr. Devoll, my coaches, the teachers, and friends I have made along the way for making my School Choice experience at old Rochester unforgettable.

I strongly encourage you and your children to look at the opportunities Old Rochester has to offer. I promise it is something you will not regret. Thank you for your time and best of luck to you all!”

# Thank you!

**Superintendent of Schools**
**Michael S. Nelson**

**High School Principal**
**Michael Devoll**

**Assistant Principal**
**Lauren Millette**

**CONFERENCES:**

**Ultimate DECA Power Trip**
Arlington, VA
November 21-23, 2025 (we sometimes leave a day early/late depending on transportation logistics). We are coordinating with local schools like Wareham and Apponequet to see about splitting a bus, but if that does not work out then the plan would be to fly down.
Features learning labs, college & career exhibits, networking events, competitive event preparation, Smithsonian Museum access, and a tour of the monuments.
Primary Venue: Crystal Gateway Marriott, 1700 Richmond Hwy, Arlington, VA 22202
https://www.deca.org/conferences/power

**District 8 Conference**
Cape Cod, MA
Exact date TBD, but usually in the first half of January
Main conference traditionally held at Cape Cod Irish Village at the Emerald Resort & Conference Center, 35 Scudder Ave, Hyannis, MA 02601
We will stay either at this hotel, or at a nearby one, depending on numbers.
Transportation will be by bus. We will apply for MassHire to cover this fee.
Students participating in a role play event must attend this conference for the chance to progress to States.

**State Career Development Conference**
Boston, MA
March 12-14, 2026
Primary Venue: Westin Seaport, 425 Summer St, Boston, MA 02210
We will stay either at the Westin Seaport, or at a nearby hotel.
Transportation will be by bus. We will apply for MassHire to cover this fee.
Students must attend this conference for the opportunity to compete at ICDC.
https://massachusettsdeca.org/scdc

**International Career Development Conference**
Atlanta, GA
April 24-29, 2026
Primary Venue: Georgia World Conference Center, 285 Andrew Young International Blvd NW, Atlanta, GA 30313
MA DECA will stay at the Hilton Atlanta Hotel, 255 Courtland St NE, Atlanta, GA 30303
Transportation will be by flight.
Students who compete at ICDC have the potential to win cash prizes and college scholarships.
https://www.deca.org/conferences/icdc

**EXTRAS:**

District 8 P-Bruins Game
Date TBD
1 La Salle Square #1, Providence, RI 02903
Transportation will be by bus if there is enough student interest. If not, then students will be responsible for their own transportation to and from the arena.
Attending this event awards us leadership points that can be used toward ICDC spots.

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

## NON-DISCRIMINATION NOTICE

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

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

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

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

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

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

LEGAL REF.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 2011

M.G.L. 76:16
BESE regulations 603CMR 26.00 Amended 2012
BESE regulations 603CMR 28:00
CROSS REFS.: ACA-ACE, Subcategories for Nondiscrimination
GBA, Equal Employment Opportunity
JB, Equal Educational Opportunities

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## Section I -Academic Matters

**Core Subjects**

Language Arts Math
Science World Language
Reading Social Studies
Computer Science

**Exploratory Subjects**

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

**Marking System and Achievement Grades**

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

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

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

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

**Exploratory Area Grades**

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

**Report Cards**

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

**Awards**

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

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

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

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

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

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

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

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

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

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

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

**Grouping**

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

**Guidelines for Promotion**

An academic promotion will be awarded to students who pass their major subjects. Major subjects include English, Math, Science and Social Studies. It is the policy of Old Rochester Regional Junior High School that students pass four out of four major subjects to be promoted*. Students failing one or two subjects are eligible to attend summer school and/or receive tutoring from a certified teacher approved by the principal. Students failing

three or more subjects will be retained. (*For students taking Algebra 1, the minimum percent for promotion is 55%. For any student who receives less than 70%, it is highly recommended that the student repeat Algebra 1 in high school.)

**Physical Education Requirements**

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

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

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

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

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

**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.

**Sex Education Policy**

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

**Non-Discrimination in Curriculum**

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Old Rochester Regional School District, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

## Section II - 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.

At ORRJHS, the core of behavior expectations center around our motto "**O**perate **R**esponsibly and **R**espectfully." We ask our students to take a look at themselves and their actions. Being responsible is defined by such things as being prepared for class, having materials, keeping the hallways clean, etc. Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals through posters that hang in the hallways, discussions with teachers, and as a topic of the advisory program.

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

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

**Category One Offenses (Major)**

NOTE: Police may be notified in the event a student commits a Category One offense, and personal items may be handed over to the police.

A. Use, possession, purchase, sale or other transfer or distribution, or the attempt to use, possess, buy, sell, transfer or distribute, any alcoholic beverages as defined in Massachusetts General Laws Chapter 138 or any illegal drug. See also letter J below.

B. Physical violence, including but not limited to fighting.

C. Vandalism or malicious destruction of or damage to public or private property.

D. Theft.

E. Bullying/Harassment, including but not limited to sexual harassment. (See Sexual Harassment Policy page 14-15.) (See Bullying policy page 14.)

F. Assault or intimidation, which threatens or puts a person in fear for their safety.

G. Any criminal acts, whether a misdemeanor or felony.

H. Possession of a weapon or a hoax device or a facsimile of a weapon and any unauthorized object that could be injurious to health or safety or could damage the school facility. The local police will be notified of such possession.

I. Any intentional or reckless action, which creates a reasonable likelihood that the health, safety or well being of any student, faculty member or other individual may be endangered.

J. Possession of any object that may be used as drug paraphernalia.
K. Possession of fireworks. Possession and/or use of a cigarette lighter or matches in school or on school property.
L. Falsely activating a fire alarm, setting a fire, making a bomb threat or any other threats or taking any action that places any person or the school at risk of harm.
M. Use or possession of any tobacco product, including smoking tobacco or chewing a smokeless tobacco product. This includes any vaping product as well, with or without the use of tobacco. A 1st offense will receive a 1-day planning room; or out of school suspension; any subsequent offense will receive at least a 2-day suspension.
N. Insubordination.
O. Use of vulgar or profane or otherwise disrespectful language or actions to any faculty or staff member or student.
P. Disruption or other disorderly conduct while within the planning room program.
Q. Misuse of computer hardware and/or software.
R. Civil rights violations or hate crimes. This range of behavior extends to graffiti, to threats, to actual assaults and is directed to an individual (or group) because of the individual's race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).
S. Possession of any form of pornography.
(Note: Currently in the Commonwealth of Massachusetts, a minor caught sexting images of other minors or images of themselves could be prosecuted under Massachusetts' child pornography laws.)

**Category Two Offenses (Major)**
A. Disruption of a class, detention or any other school activity to the point of being sent from that class or activity.
B. Unexcused absence from school or class.
C. Leaving class or school grounds without permission.
D. Failure to attend detention. The detention must still be served and a second detention will be assigned.
E. Forging signatures, notes or official documents, including but not limited to report cards, field trip permission forms, dismissal notes, tardy notes, bus notes and passes.
F. Truancy. (For a 1st offense, 5 days of detention; for a 2nd offense, a two-day assignment to the Planning Room will be made.)
G. Bus Conduct Referrals. (See Transportation Policy.)
H. Being in an unauthorized area and/or using school property or equipment without permission.
I. Cheating and/or plagiarism.
J. Misuse of computer hardware and/or software or any violation of the computer/internet agreement.
K. Being tardy to class five or more times in one term.
L. Repeated (3 or more) violations of any school rules, regulations or procedures otherwise subject to Category Three discipline.
M. Refusal to do school work.
N. Receiving five detentions in one term or eight detentions in one academic year.
O. Inappropriate physical contact.
P. False bullying reports.
Q. Lying/misrepresenting the truth.

**Category Three Offenses (Minor)**
A. Tardiness to school more than three (3) times in a marking period or a subsequent tardiness in a marking period.
B. Failure to follow one's schedule as published.
C. Failure to follow rules and procedures regarding tardiness, absences or dismissal not otherwise subject to discipline under Category One or Two.
D. Unauthorized purchase or sale of any item.

E. Throwing food.
F. Violation of pass restriction.
G. Failure to pay for athletic equipment, library books, textbooks or other school property damaged or not returned.
H. Possession and use of the following during the school day (7:10am – 2:04pm): electronic equipment, including but not limited to: audio, video and communication devices unless approved by administration and/or team for educational use only - see BYOT section of the handbook.
I. Failure to sign in when arriving late to school.
J. Possession of a water pistol or the like.
K. Unauthorized use of the elevator.
L. Gum chewing.
M. Failure to bring work materials to class (e.g., pencils, notebooks, books)
N. The wearing of a vulgar or suggestive tee shirt, a hat, or any other article prohibited in this handbook or other school publication.
O. Behavior that interferes with the smooth, orderly and efficient running of the School, which is not otherwise identified as a Category One or Category Two offense.
P. Inappropriate public displays of affection in school or on the school bus.
Q. Inappropriate use of a laser pointer.
R. Failure to follow any other rule, regulation or procedure set forth in this handbook or published in the daily bulletin that is not otherwise identified as a Category One or Category Two offense.

**General Disciplinary Process**

In administering this discipline code, the School strives for fairness and consistency. In dealing with disciplinary issues, the School generally follows the following steps:

*Teacher and Team Process*

1. Reprimand - Warning
2. Teacher-assigned detention
3. Referral to Guidance
4. Referral to Office to initiate Administrative Process.

In general, a student's parents/guardians/caregivers will be notified when discipline is necessary after an initial reprimand. If discipline continues to be necessary after a teacher-assigned detention, the team may require a meeting with the student and/or the student's parent(s)/guardian(s)/caregiver(s).

*Administrative Process*

1. Reprimand/Silent Lunch
2. Assigned office detention
3. Suspension warning
4. Planning Room or Suspension

The administrative process generally begins with parent/guardian/caregiver contact. The nature of the offense and the particular circumstances determine whether or not all the steps in the above sequences are followed. Disciplinary steps may be omitted or repeated as the School determines appropriate. In the case of minor offenses, the disciplinary process generally begins with the Teacher and Team Process. More serious offenses may be referred immediately to the office. When appropriate, as determined by the School, law enforcement agencies may be notified. Such circumstances may include, for example, theft or an offense involving alcoholic beverages or an illegal drug.

**Category One Consequences**

Except as otherwise provided as above, discipline imposed for Category One violations may include one or more of the following: 1) suspension in and/or out of school; 2) loss of student privileges, including the privilege of

participating in school activities; 3) referral to the Superintendent of Schools for review and possible imposition of more stringent sanctions; 4) assignment to the Intervention Center or Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student may also be referred to Guidance. The student's parents/guardians/caregivers will be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools, the School Committee and the police may also be notified.
If students commit a second offense within this category, they may be referred to the School Committee for a hearing and possible permanent expulsion. The School reserves the right to refer students to the School Committee for disciplinary action on the first offense for any Category One infraction that, because of its circumstances, is determined by the School to be serious enough to warrant such action.

**Category Two Consequences**

Discipline imposed for Category II violations may include one or more of the following: 1) suspension in and/or out of school for up to five (5) days; 2) loss of student privileges, including the privilege of participating in school activities; 3) assignment to the Intervention Center or Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student may be referred to guidance. The student's parents/guardians/caregivers may be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools may also be notified.

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

**Category Three Consequences**

Discipline imposed for Category Three violations may include one or more of the following: 1) a warning; 2) loss of student privileges, including the privilege of participating in school activities; 3) Assignment to one or more lunch detentions; 4) assignment to one or more after-school detentions; 5) assignment to the Intervention Center or Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student's parents/guardians/caregivers may be notified.

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

**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.

**The Intervention Center**

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.

**Planning Room**

The Planning Room is a discipline-triggered, structured, counseling session where students sort out needs and feelings when they get into trouble. The experience continues until the student grows in self-awareness, identifies useful and acceptable behavior alternatives, and makes a positive commitment and plan for the future.

An assignment to the Planning Room is not intended as a denial of regular or special educational services, but rather as an individually appropriate enhancement of the student's current educational program. The program is intended to develop improved writing, listening, and thinking. It seizes the opportunity to use mistakes to grow intellectually and emotionally. Problem solving with less relevant issues teaches less effectively.

Appropriate special education support and modifications in the Planning Room are provided as needed for students with IEP's. Modifications have included a reduction in writing requirements, a computerized package, a tutor to help the student get ideas on paper, intermittent counseling and breaks from the task at hand, as needed.

In-house staff work to support students who are assigned to the Planning Room. While in the Planning Room, students may receive counsel, be advised, have their sense of belonging bolstered and their connection with the school community restored. Whenever it is appropriate, the Planning Room process will be used in lieu of suspension. However, should a suspension be deemed necessary, the student's return to the school community will be channeled through the Planning Room. *The Planning Room is a shared resource with the high school.*

**Community Service**

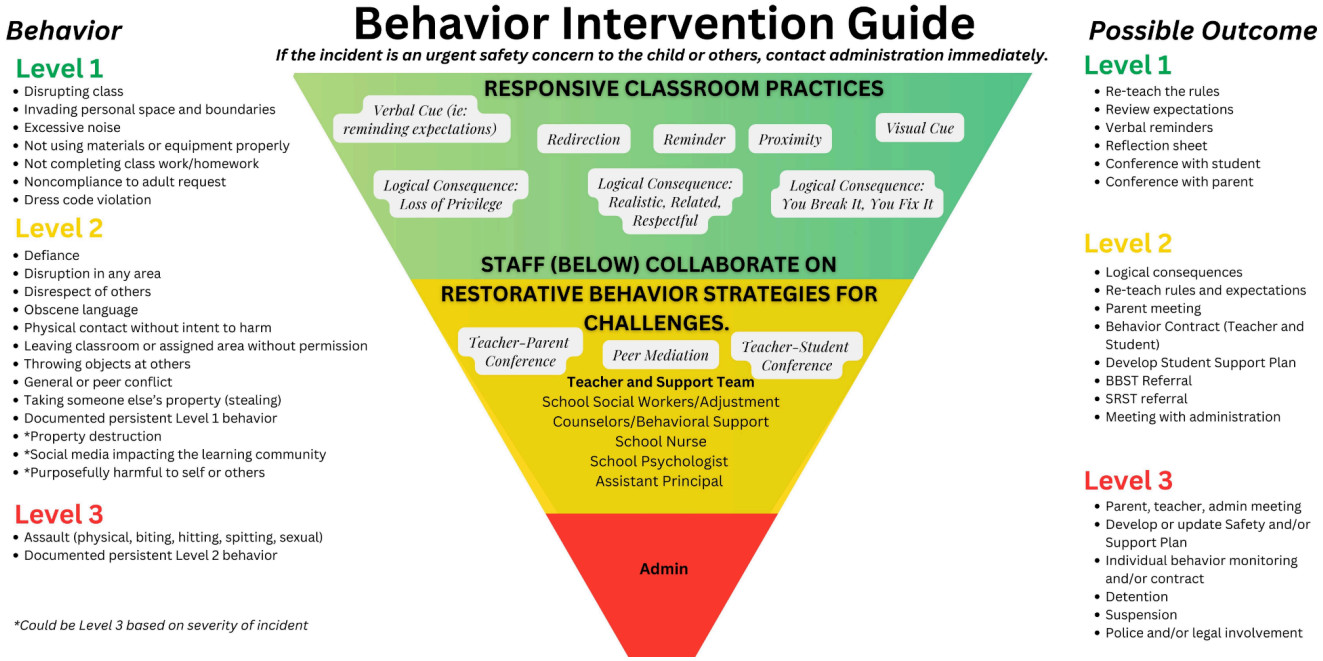
With the approval and cooperation of a parent/guardian/caregiver with school administration, a possible disciplinary consequence is community service hours. Community service hours can be done in school or out in the community. The parent/guardian/caregiver will assume full responsibility for any community service performed in the community. A note signed by the supervisor of the service hours, stating the nature of the community service, the organization they represent, and the amount of hours completed is required for proof of hours completed.

**Saturday Detention**

Saturday detention may be an alternative to after school detention, suspensions, or planning room. Saturday detention runs from 8:00 a.m. - 12:00 p.m. Students will know prior to serving a Saturday detention if they will be assigned to serve all four hours or just a portion of that time. While in Saturday detention, the student must perform academic work. Students must arrive at Saturday detention with books, assignments, and appropriate materials to get their schoolwork done. Students are expected to work on schoolwork until all their current assignments and all make-up assignments are completed. When the work is completed students may read.

Any student who is late to Saturday detention, reports without work or materials needed, or is dismissed for inappropriate behavior, will be assigned an additional two hour Saturday detention.

Students will not be excused from Saturday detention for athletic events, work or family events. Failure to serve a Saturday detention will result in having to make-up that Saturday detention and you will be assigned two additional hours of Saturday detention. *Saturday detention may be done in conjunction with the high school*




**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 make up 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.

**Anti-Hazing Laws- Massachusetts General Laws, Chapter 269, Sections 17 and 18 & 19.**

MGL Chapter 269 Sections 17 and 18 prohibits hazing. Section 17 provides: "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action."

Section 18 provides: “Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such a crime shall, to the extent that such person can do so without danger or peril to themself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars."

Section 19 provides. “Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.”

A student who is an organizer or participant in hazing is subject to Category I sanctions as well as criminal prosecution.

**Bullying and Harassment**

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

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

**Bullying**

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

A. Causes physical or emotional harm to the target or damage to the target’s property

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

conference; police involvement; community service; other sanctions deemed appropriate by the school administrator.

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

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

See School Committee Policies ACAB and JICFB.

**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 Old Rochester Regional Junior High School 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.

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

**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.***

**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 Old Rochester Regional Junior High School 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.
- The Old Rochester Regional Junior High School 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.

**Use of Detection Dogs on School Property**

Old Rochester Regional Junior High School Administration is committed to providing students with a safe environment that is free of drugs and other contraband. To ensure a safe environment for all students and staff and reinforce the message that drugs and other contraband will not be tolerated in school, the junior high school principal and assistant principal may conduct searches of the building for such items using the assistance of the Mattapoisett Police Department, the Sheriff's Office, Massachusetts State Police, and canines (K-9's) trained for such searches. The school administration will rely on the Mattapoisett Police Department or other law enforcement agencies to provide canines for searches. If canines from other agencies/organizations are used, steps will be taken to ensure that their reliability and accuracy have been established.

Search Procedures:

1. Each canine will be accompanied at all times by a qualified and authorized trainer who will be responsible for the dog's actions. One or more administrative staff members will be assigned to accompany the canine units.
2. Just prior to the beginning of the search, the administration will institute a "stay in place" order. Teachers should close their doors and keep students inside rooms until further notice. If a student needs to leave for an emergency, an administrator will escort them away from the area.
3. Canines and handlers will only work in the area designated by the principal. No variations will be permitted. If during the search the canine detects drugs and/or other contraband in a locker area or backpack or other particular area, administrators will mark the item and record time and place.
4. When a locker or backpack has been indicated, an administrator will make every effort to keep it under supervision until the search is completed.

5. If contraband is not found where a canine has indicated, the parent/guardian/caregiver and student will be so notified. If contraband is found, the student will be afforded due process as provided by the Student Handbook prior to any disciplinary action.
6. School officials will refer students suspected of criminal activity to the police.

The above considerations and procedures are designed to serve merely as guidelines when conducting canine searches at the junior high school. Whether or not set forth in the guidelines, the principal/designee is authorized to take the steps necessary to effectively respond to circumstances as they may arise, so long as the steps comply with basic legal principles governing the search of students and their belongings in a school setting.

**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.

## Section III - Other Policies

**Accidents**, **Illness**, **and Health Services**

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school, must be reported immediately to the person in charge and to the nurse. The school will attempt to inform the parents/guardians/caregivers of any accident or illness occurring at school that may need care or observation at home. However, no student will be sent home unless a responsible adult is there to receive that student. Parents/guardians/caregivers can assure their child's effectiveness in school by providing good nutrition, adequate rest, cleanliness, and medical and dental care. Although a physical examination for each student is not required before entering school each year, it is desirable. It is also imperative that your child's immunizations be kept up to date as recommended by your family physician. Periodic examinations, including hearing, vision, and scoliosis are conducted here at school. Should any irregularities be noted, they will be communicated to the parent/guardian/caregiver.

**Addressing Parent/Guardian/Caregiver or Student Concerns**

Old Rochester Regional Junior High School promotes a "Mutual Respect" environment and believes that questions or concerns are best received and resolved on a person-to-person basis as close to the origin of the question or concern as possible. If a parent/guardian/caregiver or student has a concern about a classroom policy or grade, or if a student feels they have been treated with disrespect, the parent/guardian/caregiver or student has a right to discuss or appeal the issue according to an appropriate procedure. The parent/guardian/caregiver or student should discuss the issue first with the teacher, then with the assistant principal, and finally with the principal, in a sincere attempt to clarify and rectify the issue. Guidance counselors are available to offer "resolution skills" assistance to any student.

**Advisory**

Our advisory period occurs twice a week for 20 minutes per period. An advisory group is made up of a teacher and approximately 16 students. The purpose of advisory is to build relationships and to create community and self-awareness in a supportive environment.This is done through ice breakers, games, discussions around issues and themes, community service, and friendly competitions.

**Attendance**, **Tardiness** & **Work Makeup Policy**

**School Attendance**

Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union #55 (ORR/Supt. Union #55) will strive to meet a daily average attendance of 96% or above.

The Commonwealth of Massachusetts G. L**.** c. 76 § 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school during the time when public schools are in session.

The State no longer distinguishes between excused and unexcused absences. Chronic absence is defined at 10% of the days that a student has been enrolled in the school.

5 days of consecutive absence for illness require submission of a physician's note. All District schools will send notification upon the student's 6th absence and each consecutive accumulation of 6 days thereafter.

At ORRJHS, school attendance will be recorded during homeroom. Students will be marked with one of four attendance codes: Absent, Present, School Business, Tardy. School Business is considered present and does not count as an absence; the student is participating in a school-sponsored activity, such as a field trip or school meeting.

Under G. L. c. 76 § 8, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

The Old Rochester Regional Junior High School community has defined one aspect of "Operating Responsibly" as coming to school and being on time.

Parents/guardians/caregivers must advise the school by telephone when students are to be absent for any reason. Calls may be left on the answering machine at 508/758-4928 anytime between 6:00am and 7:00am.

If a parent/guardian/caregiver does not give prior notification by phone on the day of the absence, the school will call home on that day to verify. In all cases a note, signed by the parent/guardian/caregiver for students under the age of 18, stating the reason for the student's absence should be sent to school upon the return of the student.

**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.

A child who does not attend school is not permitted to take part in intramurals, or after school/evening activities, if the student was absent from school that day. Students will be provided an opportunity to make-up missed work.

For purposes of afterschool activities, an absence must be excused in advance by an administrator to be eligible to participate that day. The following are considered excused absences for afterschool activities only:

- Bereavement
- Court or legal commitment
- Obligatory religious holidays
- Medical appointment substantiated by a note from a doctor/physician

If the student's absences or continued tardiness occur on a regular basis, the school, as a mandated reporter, must consider filing (CRA or 51A) report with the Department of Children and Families. The principal, or designee, will educate the parent/guardian/caregiver about this process before filing such a report.

Some chronic absenteeism occurs because families take vacations during school time. This is strongly discouraged by school authorities. Teachers are not expected to provide assignments prior to vacation taken during school time. After students return they should be aware of missed assignments, making them up per school makeup policy. Missed assignments are factored into students' grades.

Teachers are available for extra help daily during *RTI* time. Students who have any difficulty meeting with a given teacher for any reason are asked to make this known to the principal in writing. Typically, a portion of a student's quarterly mark is based upon their participation in the class. It is necessary, therefore, to maintain consistent daily attendance habits in order to achieve good marks.

**Absences Due to Illness**

If your child is absent due to illness, please notify the school daily. We need to be kept informed so that we can alert other parents/guardians/caregivers of infectious conditions. If your child is contagious, please keep your child at home until your doctor has cleared them for return to school. Additionally, to keep the spread of germs to a minimum, the school nurse asks that you follow these guidelines for sending students to school:

- Students being treated for strep throat must be kept home a minimum of 24 hours after treatment begins.
- Students who vomit in the night or in the morning before school, due to illness, should not be sent to school that day. Students should be able to hold down some food before returning to school.
- Students with an illness that produces a fever (temperature 100 degrees or higher) should be free of fever, without the use of fever reducing medication, for 24 hours before returning to school.

For personal safety reasons, please call the school to report absences or anticipated tardiness due to illness prior to 8:00 am at 508-758-4928, and send in a note with the child the day they return to school.

**Arrival, Tardies & Make-up Policy**

If a student arrives at school before 7:10 am they are to remain in the gym foyer until the 7:10 am bell rings. After 7:10, students are expected to go to their lockers and then report to their homeroom. Students should not be socializing in the hallway between 7:10 am and 7:25 am, they should be in their homeroom. Students may get breakfast from the cart or cafeteria as they enter the building. Morning announcements are made at 7:25 am. Students are considered late if they are not in their homeroom by 7:25am. If a student is not able to report to

homeroom by 7:25am, or chooses not to report to homeroom by 7:25am, then they must report to the front office to sign in and get a pass.

Students are allowed three (3) tardies per term. On the fourth and each subsequent tardy the student will receive a lunch detention. (The student starts fresh each term.) Chronic tardiness may involve further action on the part of the administration including **make-up** sessions. Students who have missed class due to tardiness or absence are responsible for seeing the teacher for missed work. Teachers are available for extra help during *RTI* time and one day a week after school. Teachers are not required to provide assignments before absences. Make-up work not completed by the end of the term will affect the grade a student achieves. Please refer to Category III - A. Tardiness and Category III Consequences.

The following will not count toward consequences for being tardy: Bereavement, court or legal commitment, obligatory religious observation, medical appointment substantiated by a note from a doctor/physician.

**Assemblies**

Assemblies are an important part of the curriculum and are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television or movies, the performers are very conscious of their audience. Talking, whispering, whistling, stamping of feet and booing are discourteous. Show your appreciation by applauding.

**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.

**Band and Chorus**

Any interested student may choose to participate in Band or Chorus at the Junior High. Joining either group implies a commitment through the duration of the course. Students will be expected to maintain a high standard of conduct in the group, to practice outside of school as needed and to attend all scheduled performances.

**Bicycles**

Students may ride bicycles to school. Bicycles must be parked in the racks in front of the building and should be locked when not in use. Please notify the office if you plan to ride yours.

**Book 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.

**Breakfast**

Breakfast is available in the cafeteria from 7:10 am to 7:25 am. Students who participate in the breakfast program are still required to be in their homeroom by 7:25 am, or they will be marked tardy.

**Cafeteria**

Although a free breakfast and free lunch is available to every student each day, additional breakfasts, hot lunches, milk, and snacks may be purchased at the approved rates to students. Students are expected to behave in a courteous and orderly manner in our cafeteria. It is expected that students will keep their area clean, talk quietly,

and stay in seats until dismissed. Unmannerly behavior will not be tolerated in our dining room any more than it would be at home. After eating and before being dismissed, students are expected to put trash in the proper receptacles.

**Care of Text and Library Books**
All textbooks shall be covered to prevent soiling. Books must not be defaced, marred, or jammed with papers, which will force the bindings. Library books must be returned within the specified time. Full payment must be made for any lost book or any book defaced beyond repair. It shall be the responsibility of parents/guardians/caregivers to provide restitution for any books so treated.

**Cell Phones**
Students will adhere to the following guidelines:

- Cell phones are to be powered off and secured in the student's locker during the school day (7:10am - 2:04pm - between arrival and dismissal).
- If a student does not want to secure their cell phone in their locker, then they will secure their cell phone in the front office for the day, or they can opt to keep their cell phone home.
- Students may not secure their cell phone in another student's locker.

Students found in violation of the guidelines will face the following consequences:

*First offense:* Students will be sent to the Assistant Principal's office to hand in their device. The cell phone will be returned at dismissal.

*Second offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve a silent lunch the same day or the next day. The student's parent/guardian/caregiver will be notified. The cell phone will be returned at dismissal.

*Third offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve an after school detention. The student's parent/guardian/caregiver will be notified and will have to pick up the phone from the school.

Repeated offenses will result in the student not being allowed to have their cell phone in school for a duration designated by the Assistant Principal or Principal up to the remainder of the school year. These subsequent offenses will be considered a category two offense.

Students with a medical requirement for cell phone access will be exempted from securing their cell phone in their locker/main office.

**Other Personal Electronic Devices**
Use of personal electronic devices is allowed before and after school and during the school day with teacher permission for educational purposes.

Students will adhere to the following guidelines:
• Headphones, AirPods, iPads, etc…, are to be locked in a locker from 7:10 a.m. to 2:04 p.m, unless teacher permission is granted for educational purposes.
• Students may not charge electronic devices in school.

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

Students found in violation of the policy will face the following consequences:
*First offense:* Students will be sent to the Assistant Principal's office to hand in their device. The device will be returned at dismissal.

*Second offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve a silent lunch the same day or the next day. The student's parent/guardian/caregiver will be notified. The device will be returned at dismissal.

*Third offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve an after school detention. The student's parent/guardian/caregiver will be notified and will have to pick up the device from the school.

Repeated offenses will result in the student not being allowed to have their device in school for a duration designated by the Assistant Principal or Principal up to the remainder of the school year. These subsequent offenses will be considered a category two offense.

The use of personal technology to provide educational material is not a necessity, it is a privilege. A student does not have the "right" to use their personal digital device while at school. However, if permission is granted by a teacher and a student abuses that privilege, it will be taken away. When respected, the privileges will be used to benefit the learning environment.

Students bringing in personal electronic devices must adhere to all ORR District policies and the ORR Internet Acceptable Use & Safety Policy.
Additionally:

- Students bringing electronic devices to school do so at their own risk. The school and its administration will not accept the responsibility for any loss, theft, or damage of any personal electronic device brought to school by any student. Further, the administration will not conduct any investigation or search for any electronic items missing or stolen from any student in school.
- Personal use is allowed before and after school only. The devices must be turned off between 7:10 am - 2:04 pm, unless the student is using the device as an education tool with the permission of their teacher inside the "classroom". Personal technology should not be used during passing time. Staff will confiscate a device for suspected or blatant misuse.
- Students must turn off the device when told to do so by a faculty or staff member.

Students acknowledge and agree that:

- The school's network filters should not be circumvented.
- The school district may collect and examine any device at any time for the purpose of enforcing the terms as stated in this handbook, investigating student discipline issues, or for any other school-related purpose.
- Personal technology must be charged prior to bringing it to school and the device must run off its own battery while at school.

Failure to abide by these guidelines may result in the loss of district network and device privileges as well as other disciplinary action. Staff will confiscate a device for suspected or blatant misuse.

**Change of Address or Telephone #**
If at any time during the year you:

- move to another house within the tri-town area

- have your home, business or cell phone number changed, please update the information on Powerschool and notify the office by phone.

**Commercial Activities**
Staff or students in the school shall not participate in commercial activities (i.e. buying, selling, bartering, or trading merchandise) without prior written approval of the Principal, who shall report these activities to the Superintendent and the School Committee. This includes, but is not limited to, sale of articles, chances, foodstuffs, or tickets to events.

**Computer Education**
The technology staff, in concert with the academic teachers, will provide support in learning computer skills on school computers and will present the importance of Internet safety. In addition, students agree to comply with the Internet protocol policy of the junior high.

**Conferences - Pupil/Teacher/Parent, Guardian, Caregiver**
At no time should parents, guardians, caregivers/students be in doubt regarding student progress. Parents/guardians/caregivers are notified of student effort and achievement through *on-going* Powerschool updates, a midterm Powerschool update with comments and the trimester report card. If there are still questions or feel a possible misunderstanding, please speak to the guidance office for an appointment with the teacher or guidance counselor. Students who wish to talk with a teacher about any problem should request a conference with the teacher before or after school, or at a time convenient to both during the day. Teachers may also request conferences with a student in order to give or arrange individual help, or to clear up misunderstandings.

**Courtesy**
Being courteous to teachers, school employees, other students and visitors is a tradition at our school. Each of us should strive to be considerate of others at all times and each of you should respect the judgment of your teachers. They are not only your teachers and adults, but in some situations may be considered to be taking the place of your parents/guardians/caregivers during the school day. Treat all adult employees of the school, including custodians, cafeteria workers, and office personnel, with courtesy and follow requests or directives given by them. Rudeness or insubordination will result in disciplinary action.

**Dances**
Because dances are a privileged activity, students who have not maintained regular attendance or adhered to school policies, may not be allowed to attend. Note: While in attendance at school dances, students are expected to be appropriately dressed. Students who are determined to be inappropriate in their attire will be sent home. School dances are scheduled in advance with a start and end time. It is expected that students will be picked up at the scheduled end time.

**Dinner Dance for Grade Eight**
The administration and grade eight teams will review the student's overall conduct for participation in the 8th grade Dinner-Dance that occurs toward the end of the school each year. Students must attend school on the day of the dance in order to be eligible to participate. Students are required to fill out a Grade Eight Dance Permission Form, which is read and signed by a parent/guardian/caregiver. Rules concerning the dances are clearly stated on the back of the form.

**Dismissals**
*Due to Illness or Accident:* If you are sick while you are in school, see the nurse immediately. The nurse will determine if you should be sent home. Should it be necessary that you be sent home, the nurse will call your parent/guardian/caregiver or legal guardian and arrange for your transportation. The nurse will give you a "dismissal slip" which you will turn in at the office before leaving. Parents/guardians/caregivers please come in

and sign a dismissal slip when picking up your son/daughter. Under no circumstance is a student to make an individual decision regarding their physical condition and resultant need for dismissal. The school nurse or the Principal must make all such decisions and arrangements. If your child should contact you via texting, email, or cell phone requesting to be dismissed due to illness, please direct your child to the nurse to be evaluated, and the nurse will determine if the child should be dismissed.

**Dismissals Other Than Illness or Accident:**

If for any reason it becomes necessary for you to leave school during school hours, you must:

a. Before school, bring a note to the office from your parent/guardian/caregiver stating the date, time, and reason for early dismissal.

b. The office will give you a "dismissal slip" which is to be signed by all teachers whose classes you will miss due to your early dismissal. Parents/Guardians/Caregivers must come into the vestibule and check in with the receptionist to pick up your son/daughter.

c. Only with prior knowledge and approval of the administration, may any students be permitted to ride to or from school by means other than the school buses provided. No junior high student will be permitted to ride or walk to the senior high school to obtain such a ride. Bus drivers are specifically directed to refuse any student requests to disembark at the senior high school. Continued transportation funding requires that this rule be strictly enforced. If a bus change is needed, a note from your parent/guardian/caregiver should be brought into the receptionist preferably the day before.

d. If you are picking up your child at 2:04 pm, please park in the Junior High School parking lot and instruct your child to meet you in the lot.

**Dress Code - Responsibility For Appearance**

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

- Students must wear clothing including both a shirt with pants/skirt/shorts, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and back, as well as on the sides.
- Backs and stomachs should be covered without pulling or tugging clothing.
- Clothing must cover undergarments and cannot be see-through.
- ORRJHS has a no head-adornment policy, including but not limited to hats and hoods. Head adornments worn for religious and/or cultural reasons are permitted.
- Clothing, jewelry, and/or accessories may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing, jewelry, and/or accessories may not depict anything sexual.
- Clothing, jewelry, and/or accessories may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress code violations should be consistent with discipline policies for similar violations. If the school has appropriate attire that the student can change into, that will be offered to the student at that time.

**E - Hall Pass**

Students are expected to use E-Hall Pass to travel in the building. E-Hall Pass is a browser-based on-line system that is used to manage all hall pass situations. Students who do not use this hall pass system are subject to disciplinary action for not following school rules.

**Extra Curricular Eligibility**
Students who have an F in one (1) core subject must attend remediation/extra help sessions in that core subject in order to participate in an extracurricular activity. Students who do not attend these sessions, and show improvement in their subject area, may be removed from that activity until their grade improves. The principal and/or designee will make this determination. Students who have more than one F in core subjects will not be allowed to participate until they achieve a passing grade in three out of four core subjects, and are attending remediation/extra help sessions in the remaining core subject.

**Athletic Eligibility**
• To be eligible for athletics, a student must be passing their four core academic classes at the midpoint of each trimester (Progress Report) and at the end of each trimester (Report Card) in order to continue playing sports until the end of the next marking period (either progress report or report card, whichever comes first).
• Academic eligibility of all students shall be considered as official and determined only on the date when the progress report/report card for that ranking period has been issued to all parent/guardian/caregiver(s) of all students within a particular class.

**Extra Curricular Activities**
A rich tradition of clubs, sports, and activities exists here at the Junior High. They have provided an opportunity for personal growth as well as service to others. Find out more about these programs and get involved! Typically, they have included but are not limited to: Art Club, Book Club, Film Club, Robotics Club, Navigator (yearbook), Intramural Sports, Math Club, Jazz Band, Chess Club, Drama Club, Table Tennis and Students Affairs Committee.

**Field Trips**
During the year, many classes will take field trips. Your behavior while on these trips will reflect upon our school. Misconduct will not be tolerated.
Before going on a field trip, each student must fill out a "permission slip" and have it signed by one of their parents/guardians/caregivers. The form must be returned to the teacher in charge prior to the trip. Note: Students who have had behavioral issues during the school year will not be allowed on field trips.

**Fireworks**
Fireworks are illegal in Massachusetts. See Category One, item K as well as item G. Under no circumstance may any student bring any kind of fireworks to our school.

**Fire Drill Regulations**
1. When the alarm sounds, all students and building personnel will vacate the building.
2. Windows and corridor doors should be left closed.
3. Silence is to be maintained throughout the drill.
4. Walk rapidly and exit as rapidly as possible. You are not to run, however!
5. All concerned should treat the drill as seriously as a real emergency. This is essential to the safety of everyone!
6. If any exit is blocked, leave by the next closest exit.
7. If a fire occurs during a change of classes, use the nearest exit.
8. After the drill is over, return to your rooms by the same route that was used in vacating.
9. Be aware of the location of fire extinguishers and fire alarms. Know where the nearest ones are at all times.

**Gum Chewing**
In order to prevent a very difficult cleaning task, no gum chewing is allowed in the Junior High School! Repeated offenses may be looked upon as insubordination and may result in detention

**Health Services**
Students who become ill in school, should report to the nurse, who will decide what should be done. Students should not be calling or texting their parent/guardian/caregiver from school to get dismissed because they don't feel well. When this happens the child should be redirected to the school nurse for evaluation. Students must not leave the building because of illness without authorization. If the nurse is not in, students are to report directly to the Office.

**Health**

Students must see the school nurse if they need first aid, become ill during school hours, or wish to receive advice on a health problem. If the nurse is not in the office, the student should report to the front office so that the nurse may be located or notified. In an emergency, the student should notify the nearest staff member of the situation. The staff member will then contact the nurse to respond to the scene.

**Medication At School**
Students are forbidden to possess prescription drugs, over the counter medication or drugs of abuse.
If a student needs medication during school hours, the parent/guardian/caregiver is to bring the medication to the school nurse for appropriate dispensing. The medication must be accompanied by a permission slip completed and signed by the student's parent/guardian/caregiver. A permission slip may be obtained in the nurse's office. A student that takes a daily long-term medication must have the permission slip signed by the student's physician. The purpose of this rule is to assure that students who need to take medication during school hours receive that medication. It is also intended to prevent the use of over-the-counter drugs by students and the sharing of medications between students. Many medications (even aspirin) may have significant side effects and, when shared, may create serious health problems.

**Homework**
Home study is a necessary part of each pupil's educational program. You may be assigned homework every night and should expect to spend about an hour *to* an hour and a half each night completing assignments. Planned study, review, and research will be important parts of your homework activities. Parents/guardians/caregivers may call for homework assignments on the second day of a student absence.

**Inclement Weather Procedure**
In the event of inclement weather, we may employ the one-hour, a ninety-minute or a two-hour delay or cancellation. Please be attentive to radio and television notices in this regard. School cancellations and/or delays will be broadcast on radio stations: WBZ News Radio 1030AM, WBSM 1420AM, WSHN 107.1FM, and on the following television channels, WHDH TV Channel 4 News, WCVB TV Channel 5 News, WHDH TV Channel 4 News, and the district website http://www.oldrochester.org. It is advisable to listen beginning with the 5:30am – 7:00am news announcements. In addition, as soon as a decision is made, every effort will be made to make a ConnectEd phone message to all students.

**Insurance**
All students taking part in extracurricular athletic activities, (intramurals and/or athletic) teams including Survival at the end of the school year **must** carry school insurance **or** provide the school with verification of family insurance coverage. A copy of your insurance card noting insurance company, policy numbers and expiration date is required. Before any student participates in any practice, scrimmage, training session, or contest, evidence must be provided that the student is properly insured.

**Intramurals**
The emphasis on athletics at the ORRJHS is on a balanced intramural program for all eligible students. A modified interscholastic program is in place for some sports. The development of fundamental skills and the encouragement of positive attitudes continue to be our goals. Due to budget constraints a user fee may be implemented for after-school intramural/athletic programs.

**Library-Media Center**
Our library provides you with many opportunities to learn. The books and magazines found there are for your use either as supplements to your textbooks or as a source of information and enjoyment. Books borrowed from the library should be returned when they are due. They must not be defaced in any way. Reference books do not leave the library. Library rules are posted in the library.

**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/

**Lockers**
Each student will be assigned a locker. Periodic inspections will be made to see that lockers are kept neat and orderly. Use only the locker assigned to you, and keep it locked at all times. All personal items and books, when not in use, are to be kept in lockers. It is unwise to store personal electronics, large sums of money or other valuables in your lockers. Items of value like these are best left at home. Lockers in the school are the exclusive property of the District. Students may use said lockers with the permission of the District, but the District reserves the right at any time to enter said lockers and inspect them or require students to empty said lockers in the presence of a District agent. Any student using any locker on District property does so subject to this specific reservation and any such student will not claim or expect any proprietary right in the occupancy of said locker, or claim or expect any right of privacy in the use of said locker. For obvious reasons, faulty locks and doors should be reported to the custodian AT ONCE! Students who abuse their lockers by kicking doors shut or otherwise defacing them will be held financially responsible and disciplined appropriately.

**Messages for Students**
We ask parents/guardians/caregivers to limit requests for delivery of messages to their children during the school day to emergency only. Non-emergency requests for message delivery interrupt classroom instruction. If necessary, messages will be delivered during non-academic classes and *RTI* time. Thank you for your understanding and cooperation. We also request that you do not text message your child during school, the messages become a distraction to your child's learning.

**Safety Drills**
During any safety drill students are to remain silent until given permission to talk. Safety drills include fire alarms, lock-downs, evacuations, etc.…

**School Council**
In accordance with state regulations, School Councils consisting of the school principal, who shall co-chair the Council, parents/guardians/caregivers of students attending the school, elected teachers and other interested adults broadly representative of the District communities, shall be established and convened no later than forty days after the first day of school. This Council shall meet regularly with the principal of the school and shall assist in the

identification of the educational needs of the students attending the school, in the review of the annual school budget, and in the formulation of an annual school improvement plan.

**Skateboards**
If skateboards are brought to school they must be dropped off at the front office.

**Smoking**
In accordance with state law, MGL Chapter 71, smoking is prohibited in the school building, on school grounds and on school buses. The disciplinary procedure for the law against smoking may include assignment to the Planning Room, suspension out of school for up to five days, loss of student privileges.

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

**Special Services**
Since we are all different with varying needs, O.R.R.J.H.S. provides many special services to its students in order to meet these needs. Please inquire if you or your parents/guardians/caregivers feel that you may require any of the services offered. In some cases it will be required that you participate in an assessment process that will qualify you for services in one of the following programs:

Adjustment/Guidance Counseling
Learning Support Centers
Inclusive support in regular classrooms
Planning Room Process
Speech and Language Therapist
Title I Mathematics
FINO

FINO (Failure Is Not An Option) starts after the second semester and currently allows students the opportunity to convert pre-existing, failing grades to passing grades. In addition, assistance is provided on current curricula demands to enhance class performance.

**Student Pregnancy**
If a student becomes pregnant, the student/or a family member will notify the student's counselor, the administration or the school nurse. A meeting will be scheduled with the student and the parents/guardians/caregivers to discuss the educational options and support services available to the student. The above process will follow the confidentiality policies of the Old Rochester School District.
Pregnant or parenting students will be allowed to attend classes during regular school hours, use all school facilities, attend all school functions, and participate in all curricular and extracurricular activities as long as the student's physical and mental health is not endangered. Homebound educational service will be provided for the student after the student is no longer able to remain in school. The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue school. Documentation from a doctor is required for temporary exemption from physical education classes and medical excuse of days absent. It is recommended the student seek counseling and support on prenatal care and early childbearing. The student must comply with all school regulations governing the general student body, unless excused by the school's administration. The student may not bring the newborn child to school anytime during the school day unless administrative permission has been granted. Each case will be reviewed individually on the basis of a number of factors such as the health, safety and well being of the student and the school community.

**Student Records**

The privacy of student educational records is respected. Generally, only parents/guardians/caregivers, eligible students, and appropriate school personnel are allowed to have access to information in a student's educational record. Written consent provided by the parent/legal guardian/caregiver is normally required for any other release of student educational record information.

Educational records, and the information contained in these records may be released, however, if necessary to protect the health or safety of the student or other persons. They may also be released in certain other circumstances, such as, for example, to accrediting organizations in order to carry out their accrediting functions, to certain state and federal officials or in response to a request from a probation officer or the Department of Youth Services or a justice of any court (with notice to the student whose records are sought by the subpoena, order or request and to the parents/guardians/caregivers).

This policy does not apply to release of directory information, such as the student's name, class, participation in officially recognized activities and sports, degrees, honors and awards. Please be sure to fill out the Directory Information Notice and read through the Annual Notification of Rights Under FERPA. The Family Education Rights and Privacy Act (FERPA) affords parents/guardians/caregivers certain rights with respect to student records. Under current policy, a student transcript, including name, address and grades, is kept for at least sixty years. That portion of the student's record that contains standardized tests, evaluations by teachers and the like, known as the "temporary record," is usually destroyed within five years after a student leaves the school system.

Unless expressly limited by a student over the age of eighteen, parents/guardians/caregivers have the right to inspect their child's educational record. The record is made available to the parents/guardians/caregivers within ten workdays after the request is made. Copies of any part of the record may be requested, although a reasonable fee may be charged for the cost of duplicating the materials.

It is our practice to make student records easily accessible to parents/guardians/caregivers. You will find the Guidance staff cooperative in such matters.

**Student Valuables**

Students are cautioned not to bring large amounts of money, personal electronics, radios, or cameras to school, and if they wear glasses or watches, to keep track of them at all times. Students, not the school, are responsible for their personal property.

**Substitute Teachers**

Our school is fortunate to have capable people to help us whenever our regular teachers are ill or attending conferences. A substitute teacher is an important visitor whose impressions of our school will be carried into the community. Students are expected to be considerate, helpful and respectful to all teachers, including substitute teachers.

**Survival**

Our annual, weeklong, Survival experience in the hills of Northfield, Massachusetts. Typically, more students seek to participate than we are able to accommodate so it is necessary for us to develop some basic criteria to be certain that those students who can best profit from the experience are included. An advisory board is charged with determining whether or not students who have applied for consideration to participate in the Survival program eligible. The following criteria are used to determine participation:

*Participation Guidelines:*

1. Students who express an interest in participating.
2. Students who have demonstrated a consistently high degree of good citizenship and are presently in good standing in our school. Good standing is interpreted to mean adequate and on time school and class attendance, satisfactory academic effort in all subjects, and satisfactory adherence to school policies including

those on student behavior as stated in the student handbook. Good citizenship will be determined by consultation with the student's teachers and other faculty.

3. Students who are not failing any subjects for the year as of the end of quarter three. Students' academic standing will be evaluated at the end of quarter three.
4. Students with no medical/psychological problems, which could conceivably cause harm to themselves under isolated and primitive living conditions.
5. The advisory board determines that the student is mature and responsible enough to respond to a directive immediately.
6. Students must make a weeklong commitment to the program.
7. All participants must have the School Time insurance or provide verification of private insurance.
8. All participants must attend two (2) meetings during two (2) after school sessions from 2:05 – 3:30pm.
9. All participants must adhere to the return dates on the various applications and forms or they may be in jeopardy of losing a space in the program.
10. A participation fee is required for the Survival program.
11. All participants must have at least one parent/guardian/caregiver attend "Survival Parent Night", at the informational evening held at the junior high school.
12. Students, who for various reasons have not been recommended for survival, can write a letter of appeal. The letter response should be given to the receptionist in the Junior High School office, addressed to the advisory board, by 7:30am the following day.
13. Students could be required to participate in weekly meetings during RTI period and complete assignments in Survival's Google Classroom.

**S.C.O.P.E.**

(Supplemental Courses Offering Personal Enrichment)

As an alternative to the Survival expedition, S.C.O.P.E. was created to meet the interest of those students who remain at the Junior High The program provides students the opportunity to select from a wide variety of valuable and interesting, "hands-on activities". All SCOPE participants will be required to pay a participation fee. Also, all SCOPE students must carry school-time insurance or provide verification of an up-to-date personal insurance policy. See Insurance on page *24* for details.

**Staying after School**

When students stay after school for any reason, they must have administrator approved adult supervision (i.e. faculty, staff, coach, advisor). If a student plans on staying after school, it is the student's responsibility to ensure there is an adult to stay with before the buses leave for the day; failure to do so will result in disciplinary consequences. Students can't stay after school just to socialize with their friends.

**Supervision of Students Beyond Regular School Hours**

The school recognizes its responsibility to ensure the safety and supervision of all students who, for a variety of reasons, may be present at the school facility beyond the regular school day – e. g., academic assistance, athletics and performing arts events, school dances, etc. That supervision, though, cannot be extended beyond the time guidelines. If students are staying after school they must be picked up by 3:30pm. Late buses will be available on Tuesday, Wednesday & Thursday only. Please note that in fairness to the staff, all children will be asked to board a late bus in the event a parent/guardian/caregiver is unable to pick-up their child by 3:30pm.

Please note: In regards to other situations like athletic and musical events that extend beyond *3:30* p.m., it is expected that parents/guardians/caregivers supply transportation in a timely fashion in keeping with the announced times.

Students who stay for after school help, activities or clubs, must stay on the junior high school campus under the supervision of their teacher, coach, advisor, etc.., unless given permission by school personnel. These students are required to be picked up by 3:30pm at the junior high campus, or they must take the late bus to their local library. No student will be allowed to leave the junior high school to go to the high school campus without permission

from school personnel. Junior high school students will be allowed to attend evening games/functions on the junior high school campus and high school campus once the event opens to the public. If an event begins between 2:04 p.m. - 3:30 p.m., with written parent permission, the student will be released to the event. Parents/guardians/caregivers should be aware that their child will be unsupervised. All students are expected to adhere to the school's code of conduct while on the junior high and senior high campus at all times.

**Telephones**

At times our phone lines are very busy. It is understandable therefore, that you or your parents/guardians/caregivers may have occasional difficulty reaching us. Please be patient. We're doing our very best! The nurse or appropriate staff personnel will make all calls, including any of an emergency nature or those made to arrange transportation home due to illness.

**Traffic Regulations**

Teachers and parents/guardians/caregivers transporting and picking up their children at school are asked to cooperate in order to facilitate the speedy arrival and departure of buses. No private vehicles may pass a bus if the bus has its blinking lights on. Parents/guardians/caregivers who choose to drive their child to and from school are asked to drop-off and pick up their students in the front of the school. Please do not park parallel to the buses. We ask that parents/guardians/caregivers or designated drivers picking up students come into the junior high school office for identification purposes after the required prior arrangements if early student dismissals have been made. If your child rides to school with a high school student, the junior high student needs a note from the parent/guardian/caregiver requesting permission to walk from the high school parking lot through the high school to the junior high. The note should include the duration for which the student desires to walk through the high school. Should the junior high student behave inappropriately while in the high school they may lose this privilege and receive disciplinary actions for their behavior.

**Idling**

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

**Transitions**

Because we are a two-year school, the quality of our arrangements to ensure smooth transitions from and to area schools is extremely important to us. Our fall orientation program for grade 6/7 students focuses on our school Mission Statement and the setting of attainable goals for all students. It speaks to issues of respect for diversity, meeting personal challenges, developing trust, caring about each other and "doing right when there is no one to make you do it but yourself."

Additionally, all grade eight students tour ORRHS and the local vocational schools. ORRHS also provides an informational parent/guardian/caregiver night in the spring.

**Bus Transportation**

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

All students attending ORRJHS have bus transportation provided for them. While the School Committee firmly believes all students should be provided transportation free of charge, it reserves the right to institute a fee-based amendment to its transportation policy should the need arise. While riding on the school bus you are reminded that the driver has a grave responsibility... the bus driver is responsible for all of the lives of the children on that bus. Difficulties created on the bus by irresponsible students could result in tragedy.

It is expected that students having the privilege to ride to and from school by bus will cooperate completely with the bus driver to ensure the safety of all passengers, the driver, pedestrians, and other drivers and their passengers.

The following rules are to be followed by all students:

**Previous to loading:** (on road and at school):
a. Be on time at the designated bus stop.
b. Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
c. Bus riders should not move toward the bus until the bus has come to a complete stop. Only then may you attempt to enter the bus.
d. Riders must not crowd and push while getting on the bus.
e. Walking through the high school in order to board the buses is absolutely forbidden.

**While on the bus:**
a. Sit where you are told.
b. Keep books, packages, coats and all other objects out of the aisle and safely secured.
c. Do not leave or change your seat while the bus is in motion.
d. Riders should never tamper with the bus or any of its equipment.
e. Opening and closing windows is not permitted except by the bus driver.
f. Keep hands and head inside the bus.
g. Never throw anything out of the bus windows or in the bus.
h. Eating or drinking is not permitted.
i. Assist in keeping the bus safe and sanitary.
j. Avoid shouting or unnecessary confusion.
k. Horseplay is never permitted on the bus.
l. You are not allowed to leave your bus for any reason once on board.
m. Help look after the safety and comfort of small children.
n. Do not leave books, lunches or other articles on the bus.
o. Smoking is never allowed on the bus.
p. Courtesy to the driver, fellow pupils and passersby is a must.
q. In case of a road emergency, children are to remain on the bus unless requested to leave by the bus driver.
r. There must be absolute quiet when approaching a railroad crossing.
s. The offender will pay for damage to bus equipment.
t. Pupils must have written permission to leave the bus at locations other than at home or at school. Notes should be brought to the office during homeroom preferably a day in advance, but no later than 9:00am the day of the bus request. Bus requests will not be accepted after that time.
u. Violation of bus rules will be reported promptly to the student, parent/guardian/caregiver, and school principal in writing. Violation may result in the loss of bus privileges or discipline.

Minimum:
1st offense - warning
2nd- 1-3 day bus suspension
3rd - 5-10 day bus suspension
Repeated - consideration of permanent bus exclusion.

*Note*: Parents/guardians/caregivers and students are advised that school buses are equipped with *videotaping equipment.* Taped incidents may be used in the process of dealing with infractions of school bus rules.
Students living less than one-half mile from the school may choose to walk or ride a bike. Students who live close enough to walk must obtain written permission from their parents/guardians/caregivers. If any "walker" must cross Route 6, they must do so only at the crosswalk. Students, who need to change buses on occasion due to doctors' appointments, babysitting, etc., preferably bring in a note from a parent/guardian/caregiver the day before the change is to occur. An administrator will authorize these notes. We strongly urge that these notes be kept to a minimum due to spacing on other buses.

Under no circumstances are students to hitch-hike to or from school!

All students attending O.R.R.J.H.S. have bus transportation provided for them. As we have stated earlier, it is only with prior knowledge and approval of the administration that any student may be permitted to ride to or from school by means other than the school buses provided. No junior high student will be permitted to ride or walk to the senior high school to obtain such a ride. Bus drivers are specifically directed to refuse any student requests to debark in the morning or in the afternoon at the senior high school. Continued transportation funding requires that this rule be strictly enforced.
Extra - Curricular Trips: The above rules and regulations will apply to any trip with school sponsorship. Pupils shall respect the wishes of the chaperones appointed by the school.

**Truancy**
A student absent without the authorization required under our Attendance Policy section, is truant. Repeated truancy will be cause for disciplinary action, which may result in suspension, or legal action, as described under Student Conduct in this handbook. All work missed as a consequence of student truancy must be made up.

**Visitors**
Visitors are always welcome, especially parents/guardians/caregivers; however, students are required to obtain permission from the administration before bringing a guest to school. No visitors are allowed on exam days, while they are absent from another school in the area, or if prior arrangements have not been made. For safety reasons, all doors will be locked. All doors open from the inside to assure emergency exit. All visitors must report to the front desk to sign-in. Visitors must obtain a yellow visitor badge to be worn and be visible at all times. To receive a visitor badge, a valid state issued ID is required. The ID will be scanned and processed through our security system. If one does not have a state issued ID, one should contact the school in advance, so we can address it beforehand.

**Walkers**
– See Transportation

**Chromebook Care**

Chromebooks must not be defaced, marred, or dismantled. Full payment must be made for any damaged or destroyed chromebook in accordance with the fee schedule. It shall be the responsibility of parents/guardians/caregivers to provide restitution for any damage fees incurred by a student.

| Technology Replacement & Damage Fee Schedule | |
|---|---|
| Chromebook Complete Unit Replacement | $300.00 |
| Chromebook Screen | $50.00 |
| 45W Adapter with Power Cord (USB-C Connection) | $50.00 |
| Keyboard | $50.00 |
| iPad Complete Unit | $325.00 |
| Apple usb-c to lightning cable | $25.00 |
| Apple usb power adapter (block) | $25.00 |
| Case | $50.00 |

**Section V. High School Athletics**

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

**Interscholastic Sports Programs**

*Offered at Old Rochester Regional High School*

| Fall | Winter | Spring |
|---|---|---|
| Varsity Football | Varsity Ice Hockey | Varsity Softball |
| J.V. Football | J.V. Ice Hockey | J.V. Softball |
| Freshmen Football | Boys Varsity Basketball | Varsity Baseball |
| Varsity Volleyball | Boys J.V. Basketball | J.V. Baseball |
| J.V. Volleyball | Boys Frosh Basketball | Boys Spring Track |
| Golf | Girls Varsity Basketball | Girls Spring Track |
| Varsity Field Hockey | Girls J.V. Basketball | Varsity Boys Tennis |
| J.V. Field Hockey | Girls Frosh Basketball | Varsity Girls Tennis |
| Freshmen Field Hockey | Boys Indoor Track | Varsity Boys Lacrosse |
| Boys Varsity Soccer | Girls Indoor Track | J.V. Boys Lacrosse |
| Boys J.V. Soccer | Cheerleading | Varsity Girls Lacrosse |
| Girls Varsity Soccer | Swimming | J.V. Girls Lacrosse |
| Girls J.V. Soccer | | Sailing |
| Boys Cross Country | | |
| Girls Cross Country | | |
| Cheerleading | | |
| Dance Team *fall-winter* | | |

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

All High School Sport Schedules can be found at: www. SouthCoastConference.org

It is the intent of our athletic program to:

- facilitate development of a strong sense of commitment to student, team and school.
- place a premium on the values that accrue from fair play.
- teach respect and consideration for opponents as either the guests or hosts of the game.
- cultivate respect for the authority of school personnel, coaches and game officials.
- develop self-control, self-direction and sound judgment.
- demonstrate that the rules of the game are by mutual agreement and are to be honored in spirit as well as in letter.
- recognize that athletics really aim to promote the mental, social and moral welfare, as well as the physical well being, of the participant.
- promote the game for the players - and as a game only – not as a matter of life and death, of the lasting glory in victory or of the disgrace of defeat.

**Athletic Policies**

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is $275 per student per sport with an individual cap of $700 and a family cap of $975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician.
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- A student who is absent from school may not participate in or attend any sport's practice, sport's game or extracurricular sport's activity, without prior approval by administration for extenuating circumstances.
- A suspended student may not participate in or attend any athletic event during the term of their suspension.
- A student may not participate or attend any athletic event on days they have been assigned to in-school suspension or Intervention Center.
- Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Student athletes that are late for practice or games for any reason, i.e.: extra help, meeting with athletic trainers or club meetings, will require a note to the coach. An athlete must be marked present on the school attendance sheet to be able to participate.
- Serving a detention takes precedence over any practice or game.

- Sub Varsity teams are developmental in nature; there is an expectation that all team members in good standing will participate in every game.
- Varsity teams are competitive athletic situations. Playing times and positions are dictated by the coach.
- The rules from each coach are in writing and approved by the athletic director. Violations of team rules, such as failure to follow the instructions or training rules of the coach, or behavior that in any manner interferes with the smooth and orderly conduct of a team, will result in the imposition of disciplinary measures by the coach. These disciplinary measures may supersede those of the school and state association and include training assignments, suspension from one or more games or, in severe cases, expulsion from the team.
- Each player is required to wear the appropriate protective equipment/gear (during practice and competition) as specified by the M.I.A.A. for their particular sport. In addition, each player is required to wear the protective equipment in the proper, unaltered intended fashion.
- No spikes or cleats will be worn in the building.
- We do ask that you address any questions, concerns, or issues with your student/athelete's coach as soon as possible. Please do so by making an appointment in advance. If you do not have a contact phone number for the coach, please contact the athletic office at 508-758-3745 ext. 1823. Note: Approaching the coach just prior to a game, following a game or during a practice or game may be an inappropriate time.
- The Principal of Old Rochester Regional High School is ultimately responsible for the management, personnel and property of the athletic department. Their designated representative for such matters is the athletic director.

**Interscholastic Athletic Eligibility Requirements**

- To be eligible for athletics, a student must be passing their four (4) core courses at the end of the preceding academic trimester.
- To be eligible for fall athletics, a student must have passed their four (4) core courses in the prior academic year.
- Academic eligibility of all students shall be considered as official, and determined only on the date when the report cards for each trimester have been issued to all parent/guardian/caregiver(s) of all students within a particular class.

**The South Coast Conference**

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

*Apponequet*
*Bourne*
*Case*
*Dighton Rehoboth*
*Fairhaven*
*GNBVTHS*
*Old Rochester*
*Seekonk*
*Somerset Berkley*
*West Bridgewater*

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

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

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

**Especially pertinent Student-Athlete Policies:**

- Must not miss a high school practice or competition in order to participate in a non-school activity/event in any sport recognized by the MIAA. The penalty is ineligibility for two (2) weeks or two (2) games, whichever is greater, and the athletes are ineligible for state tournament contests.
- "Captain's practices" are not in any way sanctioned, encouraged or condoned. Students are not to organize or compete in them.
- Incomplete grades may not be counted towards eligibility. A student will have five (5) school days to change the incomplete grade(s) to passing.
- A student who repeats work upon which they have already received credit cannot count that subject a second time for eligibility.
- A student cannot count for eligibility any subject taken during the summer vacation unless that subject has been previously pursued and failed.

**Chemical Health:**

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

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

***Minimum PENALTIES:***

- **First violation**: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

· **Second and subsequent violations**: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

· If after the second or subsequent violations the student, of their own volition, becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events, ***provided the student was fully engaged in the program throughout that penalty period***. ***The High School Principal in collaboration with a Chemical Dependency Program or Treatment Program*** must certify that the student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

*Revised 2/13/08*

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

**1st Offense - 25%**

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

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

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

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

| # of Events / Season Penalty | # of Events / |
|---|---|
| 1-4 | 1 |
| 5-7 | 2 |
| 8-9 | 3 |

| | |
|---|---|
| 10-12 | 4 |
| 13-14 | 5 |
| 15-17 | 6 |
| 18-19 | 7 |
| 20 or over | 8 |

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

**Steroid Use** - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned, when it is suggested to an athlete that their success is limited only by a lack of weight and/or strength without a disclaimer, the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.
*Revised 2/13/08*

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

**Sportsmanship*: Taunting***
Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, sex, gender identity, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics. Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing their skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.

- In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.
- At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

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

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

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

**Anti-Bullying Policy**

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

Examples of bullying include but are not limited to:

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

**Verbal attacks**: taunting, spreading rumors, name-calling, exclusion, hazing, lack of respect for differences and cyber bullying. Cyber bullying can occur in blogging, instant messaging, emails, chat rooms, text messages, Facebook, Myspace or other sites of that nature.

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

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

**Disciplining Bullies And Rehabilitation/Remediation**
Three-tiered system of discipline to deal with bullying behavior:

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

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

**Athletic Concussion Information**

The following information will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. They also include instruction to coaches, volunteers, and parent/guardian/caregiver(s) in preventing the occurrence of head injuries and concussions in extracurricular activities directed at discouraging and prohibiting a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon will be enforced as penalties, including but not limited to personnel sanctions, for failure to comply with the provisions of the district's policy.

**What is a Concussion?**

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

**Mechanism of Injury:**

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

Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed.

Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

**Concussion Signs and Symptoms:**

**Signs (what you see):**

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

**Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

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

**Post Concussion Syndrome:**

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

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

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

**Second Impact Syndrome:**
Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation. After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

**Athletic Concussion Procedures**
Any suspected or incurred head injury during a practice, game or school related extracurricular activity must be immediately reported to school medical personnel, Nurse, Certified athletic trainer or school/team physician. The parent/guardian/caregiver of the injured student must be notified and advised to seek out necessary medical care for appropriate evaluation and treatment.

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

**<u>Pre-Participation Requirements for Students and Parent/Guardian/Caregiver(s)</u>**

**A. Education and Training**
1. Each year at the pre-season meeting for every season, a school shall provide current approved materials to all students who plan to participate in extracurricular athletic activities and their parent/ guardian/caregiver(s) in advance of the student's participation. Such materials shall be posted on the

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

**B. Documentation of Head Injury and Concussion History**
1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the Athletic Director a current Pre-participation Form, signed by both the student and the parent/guardian/caregiver, that provides comprehensive history with up- to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.

2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:

- provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band.
- distribute copies of forms which indicate a history of head injury to the athletic trainer, school nurse and/or school physician.

3. If a student sustains a head injury or concussion during the season, the *Head Injury During Sports Season Form* must be completed (a) by the athletic trainer, coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent/guardian/caregiver if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

**<u>Suspected Concussion Exclusion from Play</u>**
1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach or certified athletic trainer shall communicate the nature of the injury directly to the parent/guardian/caregiver in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The certified athletic trainer or coach also must provide this information to the parent/guardian/caregiver in writing in a timely manner.
4. The certified athletic trainer, coach or their designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.

- The academic plan shall be developed by the student's teachers, school nurse, parent/guardian/caregiver, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.

- The return to athletic participation plan will be developed by the certified athletic trainer and /or coach in consultation with the student's directing physician. The plan will be administered and documented by the certified athletic trainer or coach until completed and a full return to extracurricular athletic activities is possible.
- The written plan shall include but may not be limited to:
  - Physical and cognitive rest as appropriate.
  - Graduated return to classroom studies as appropriate.
  - Estimated time intervals for resumption of activities.
  - Frequent assessments by the school nurse as appropriate.
  - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
- The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

**Medical Clearance and Authorization to Return to Play**

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

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

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

**Parent/Guardian/Caregiver Responsibilities:**

- Complete and return concussion history form to the athletic department.
- Inform school if student sustains a concussion outside of school hours. Complete a new *Concussion History Form* following new injury.
- If student suffers a concussion outside of school, complete *Head Injury Form* and return it to the school nurse.
- Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
- Watch for changes in your student/athlete that may indicate that your student/athlete does have a concussion or that your student/athlete's concussion may be worsening. Report to a physician:

  Loss of consciousness, headache, dizziness, lethargy, difficulty concentrating, balance problems, answering questions slowly, difficulty recalling events, repeating questions, irritability, sadness, emotionality, nervousness, difficulty with sleeping.
- Encourage your student/athlete to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Observe and monitor your student/athlete for any physical or emotional changes.
- Recognize that your student/athlete will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

**Student Athlete Responsibilities:**

- Report all symptoms to athletic trainer and/ or school nurse.

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

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

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

**Athletic Awards Policy**

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

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

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

**Fundraising**

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

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

# OLD ROCHESTER REGIONAL HIGH SCHOOL

**STUDENT HANDBOOK**
**2025-2026**

## Home of the Bulldogs

Dear Parent/Guardian/Caregiver:

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

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

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

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

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

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

Sincerely,

Michael C. Devoll, Principal

---

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

_____
Student Name

_____
Student Signature Date

_____
Parent/Guardian/Caregiver Signature Date

**BELL SCHEDULE**

| | |
|---|---|
| Warning bell | 7:25 |
| Block 1 | 7:30 – 7:33 announcements<br>7:33 – 8:48 |
| Block 2 | 8:53 – 10:08 |
| Bulldog Block | 10:12 – 10:52 |
| Block 3 | 10:57 – 12:40 |
| Block 4 | 12:43 – 1:58 |

| **1st Lunch 10:55– 11:15** | **Last Lunch 12:20 – 12:40** |
|---|---|
| Directed Studies | English |
| Library | World Language |
| Mathematics | Social Studies |
| Science/Health/Technology | Learning Support |
| Unified Arts – music/art | Physical Education |

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**OLD ROCHESTER REGIONAL HIGH SCHOOL**

**135 MARION ROAD**

**MATTAPOISETT, MASSACHUSETTS 02739**

**508-758-3745**

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

Principal: Michael C. Devoll

Assistant Principal: Lauren Millette

Athletic Director: Christopher Carrig

Guidance Director: Christina Cioffi

Guidance Counselors: Michael Janicki
Wendy McPhee
Lisa Shields

Registrar: Kelly Bertrand

School Nurse: Nicole Reedy

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

## OLD ROCHESTER REGIONAL SCHOOL DISTRICT
## Mattapoisett, Massachusetts

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

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

## ACCREDITATION STATEMENT

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

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

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

## STUDENT ADVISORY COMMITTEE

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

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

## NONDISCRIMINATION NOTICE

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

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

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

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

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

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

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

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

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

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

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

## MISSION STATEMENT

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

## ORRHS CORE VALUES

- Equity
- Growth
- Integrity
- Resiliency

## BELIEFS ABOUT LEARNING

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

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

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

Academic Expectations:

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

Civic Expectations:

- Communicate effectively

Social Expectations:

- Collaborate and adapt
- Demonstrate cultural awareness

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

**ACADEMIC RUBRICS**

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

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

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

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

| Expectation: Critical thinking | | | |
|---|---|---|---|
| Criteria | Meets Standard (2) | Progressing (1) | Does Not Meet (0) |
| Define the Problem | Consistently demonstrates understanding of the problem and most of the important implications | Sometimes identifies the problem and most of the important implications | Does not yet demonstrate understanding of the problem |
| Identify Background Knowledge | Consistently identifies and collects appropriate materials and evidence necessary to solve the problem | Sometimes relies on limited knowledge/resources to solve the problem | Does not yet demonstrate clarity of what is needed |
| Develop a Plan | Consistently presents organized, accurate plans with attention to detail, differentiates between useful and extraneous | Sometimes presents organized plans with accurate information and attention to detail. Sometimes arrives at meaningful solutions | Does not yet present plans that are accurate, organized and utilize information with attention to detail. Does not |

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

"Progressing" is targeted as an acceptable level of achievement. Primary reporting responsibility of art. Students at Old Rochester Regional High School will be able to **communicate effectively**.

| Expectation: Communicate effectively | | | | |
|---|---|---|---|---|
| Area | Criteria | Meets Standard (2) | Progressing (1) | Does Not Meet (0) |
| Clarity | Statement of Purpose | Expresses a clear, coherent thesis statement or statement of purpose | Vague or inconsistent thesis statement or statement of purpose | Unclear or no thesis or statement of purpose |
| | Language, Mechanics and Usage | -Variety of sentence structures and lengths<br>-No significant errors in word usage, grammar, spelling capitalization, punctuation, and/or pronunciation | -Limited variety of sentence structures and lengths<br>-Significant errors in grammar, word usage, spelling, capitalization, punctuation, | -Limited variety of sentence structures and lengths<br>-Significant errors in grammar, word usage, spelling, capitalization, punctuation, |

| | | | | |
|---|---|---|---|---|
| | | | and/or pronunciation | and/or pronunciation effects understanding |
| | Subject Matter Knowledge | -Supports audience's understanding of assignment through the use of accurate and appropriate, subject-specific details, ideas and vocabulary | -Uses some subject-specific details, and vocabulary but generalizes<br>-Does not consistently demonstrate subject matter knowledge that supports the clarity of the assignment | -Limited/no knowledge of subject matter |
| Focus | Organization | -Meets all requirements for what should be included in the product<br>-Has a clear introduction and conclusion<br>-No part of the product is too short or too long | -Meets most requirements for what should be included in the product<br>-Has an introduction and conclusion, but they are not clear, and/or -May spend too much or too little time on a topic, a/v aid, or idea | -Does not meet requirements for what should be included in the product<br>-Does not have an introduction and/or conclusion<br>-Uses time poorly; the whole product, or a part of it, is too short or too long |
| | Supporting Evidence | -Presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning,<br>-Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience<br>-Clearly and completely addresses alternative or | -Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow<br>-Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but | -Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of Reasoning<br>-Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be |

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

"Progressing" is targeted as an acceptable level of achievement. Primary reporting responsibility of English and Family and Consumer Sciences.

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

| Expectation: Use technology as a resource and tool | | | | |
|---|---|---|---|---|
| | Criteria | Meets Standard (2) | Progressing (1) | Does Not Meet (0) |
| Originality | Produces original | Content is new, unique, | Had some new ideas or | Relies on existing models, ideas, or |

| | | | | |
|---|---|---|---|---|
| | content | surprising; Shows a personal touch | improvements, but some ideas are predictable or conventional | directions; it is not new or unique |
| | Content is creative and innovative | May successfully break rules and conventions, or use common materials or idea in new, clever, and surprising ways | May show a tentative attempt to step outside rules and conventions, or find new uses for commons materials or ideas | Follows rules and conventions; uses materials and ideas in typical ways |
| Communication | Use of technology enhances ability to communicate main idea / message | Employed effective strategies within the use of technology to enhance the clarity and communication of main idea / message | Strategies used distracted or took away from the main idea / message | Minimal to no consideration was given to the communication of the main idea / message |
| Productivity | Chooses most appropriate digital tools for specific tasks | Evaluated available options and choose the most appropriate tool for a specific task | Chooses a digital tool that performs the task but is not the most appropriate tool available | Chooses an inappropriate digital tool for specific task |
| | Trouble-shoots digital obstacles | Completed product turned in on or before the deadline with minimal to no time spent off task | Partially completed product or product turned in after deadline due to distractibility or digital obstacles encountered | Did not complete product due to level of distractibility or inability to troubleshoot digital obstacles |
| Access, Analyze, and Synthesize Info | Accessing Information | Integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources | Attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from | Is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources |

| | | | | |
|---|---|---|---|---|
| | | | too few sources; some of it may not be relevant | |
| | Evaluating Information | Thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias) | Understands that the quality of information should be considered, but does not do so thoroughly | Accepts information at face value (does not evaluate its quality) |
| | Applying Information | Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient; Justifies choice of criteria used to evaluate ideas, product prototypes or problem solutions; Revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria | Recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question; Evaluates and revises ideas, product prototypes or problem solutions based on incomplete or invalid criteria | Uses evidence without considering how strong it is; Relies on "gut feeling" to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria) |

"Progressing" is targeted as an acceptable level of achievement. Primary reporting responsibility of technology and engineering.

## CIVIC EXPECTATIONS

**Civic Rubric**

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

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

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

## SOCIAL EXPECTATIONS

**Social Rubric**

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

| Expectation: Collaborate and adapt | | | |
|---|---|---|---|
| Criteria: | Meets Standard (2) | Progressing (1) | Does Not Meet (0) |
| Works collaboratively to solve problems and accomplish goals in a group dynamic | Consistently contributes and is receptive to others' contributions, while maintaining a respectful environment | Sometimes contributes but is not always receptive of others' contributions | Does not yet participate within the group |
| Understands and adjusts to a variety of situations (i.e. classroom rules, workplace expectations, social situations, group interactions) | Consistently demonstrates understanding of expectations and adjusts behavior to a variety of situations | Sometimes demonstrate understanding of expectations and adjusts behavior to a variety of situations but may need an occasional prompting | Does not yet demonstrate an understanding and/or complying with expectations in a variety of situations |

| | | | |
|---|---|---|---|
| Demonstrates appropriate listening, questioning, and discussion skills | Consistently listens to individual and group interactions. Respects the knowledge, opinion, and skills of members during questioning and discussing. Is an active member of group discussions | Occasionally listens to individual and group interactions. Has some difficulty respecting the knowledge, opinion, and skills of members during questioning and discussing. Occasionally is an active member of group discussions | Does not listen to individual and group interactions. Does not contribute to group discussions in a productive manner |
| Demonstrates persistence, resiliency, and self-advocacy | Consistently overcomes challenges that arise | Occasionally overcomes challenges but may require assistance or prompting | Does not yet overcome challenges that arise |

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

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

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

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

## TESTING DATES

## 2025 - 2026

**College Entrance Examination Board**

| | |
|---|---|
| **SAT Exam Dates** | August 23 |
| | September 13 |
| | October 4 |
| | November 8 |
| | December 6 |
| | March 14 |
| | May 2 |
| | June 6 |
| **PSAT Exam Date** | October 11, 2025 |

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

**MCAS Dates***

| | |
|---|---|
| November 5, 6 | ELA Retest |
| November 12, 13 | Math Retest |
| February 3, 4 | Biology Retest |
| March 3, 4 | ELA Retest |
| March 5, 6 | Math Retest |
| | |
| March 24, 25 | Grade 10 ELA |
| May 19, 20 | Grade 10 Math |
| June 2, 3 | Grade 9 Science |

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

**Advanced Placement (AP) Exams -** May 4 thru 15, 2026

## GRADUATION REQUIREMENTS AND COMPETENCY DETERMINATION

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

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

**Local Graduation Requirements**

In order to graduate from Old Rochester Regional High School, a student must accumulate 120 total credits. In order to receive full credit, a student must receive either passing grade of a Pass (P) or a 65 (D) or better and meet the attendance requirements. Full-year courses are worth 5 credits each, half-year courses are worth 2.5 credits each. Credit will be granted upon completion of a course.

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

| **The following courses are graduation requirements** | |
|---|---|
| **English Language Arts** | **Mathematics** |
| English 9<br>English 10<br>English 11<br>English 12 | Four years of high school Math are required.<br><br>Please note - The requirement of Algebra 1 and/or Geometry may be met as a prerequisite to a related high school mathematics course if successfully completed at the junior high level. |
| **Social Studies** | **Science** |
| World History<br>US History I<br>US History II | Two lab sciences, including Biology |
| **Health Education** | **Physical Education** |
| Health 9<br>Health 10 | Four years or two years with a physical activity waiver* |
| **The Arts** | |
| One full year or two half-years | |

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

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

**Competency Determination**

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

As defined by the Massachusetts Department of Elementary and Secondary Education, the "Competency Determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills,

competencies, and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one administered in 2023, and in any additional areas determined by the board.

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

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

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

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

*(Old Rochester Regional High School reserves the right to substitute any courses for the above stated courses provided they fully align with the appropriate MA Curriculum Framework Standards and the State Law regarding Competency Determination M.G.L. Title XII c.69, §.1D.)*

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

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

Legal Reference: M.G.L. c. 69, §. 1D

## MINIMUM STUDENT REQUIREMENTS

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

## PROMOTION

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

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

## COURSE CHANGE

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

appropriateness of the request. Level changes will not be permitted after term 1. Following the close of the previous school year, students will not be allowed to drop Advanced Placement Courses.

## AUDITING

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

## GRADING SYSTEM

**Achievement Marks:**

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

## GRADE POINT AVERAGE (GPA) / CLASS RANK

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

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

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

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

## REPORT CARDS

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

## TRANSCRIPTS

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

## BULLDOG BLOCK

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

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

**Student Responsibilities for Bulldog Block**

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

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

## ADVANCED PLACEMENT COURSES

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

## DUAL ENROLLMENT

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

Eligible students:

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

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

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

## ONLINE COURSEWORK

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

Online courses are not included in GPA or class rank.

## PRINCIPAL'S HONOR ROLL

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

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

## NON-CUSTODIAL PARENTS RIGHTS

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

## FINAL EXAMS

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

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

## INCOMPLETE GRADES

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

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

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

## STANDING COMMITTEE ON GRADUATION REQUIREMENTS

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

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

## SENIOR OBLIGATIONS

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

## SENIOR PRIVILEGE - DIRECTED STUDY RELEASE

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.

## SENIOR WEEK

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

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

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

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

## CHEATING AND PLAGIARISM

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

- The student may be assigned to afterschool detention to complete make-up work related to the assignment in question. Academic credit will not be granted for this make-up work.
- If more than one person is involved in cheating, the same penalty will be assigned to all students involved.
- Students who allow their work to be copied are cheating and will be assigned the same penalty as the person who copies.
- In the case of cheating which involves classroom disruption, the administration will impose a penalty according to the discipline code.

- The theft or the attempted theft of teacher testing materials of any type will result in suspension. Any student who uses materials stolen from a teacher will be suspended.
- A student caught cheating will receive a 'zero' on the assignment.

All plagiarism/cheating must be reported to the Assistant Principal

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

**1st offense:**
Grade for the assignment will be 50% of the grade earned
The student must redo the assignment

**2nd offense:** (a 1st offense might be elevated to a 2nd offense at the discretion of the Assistant Principal or teacher)
The grade for the assignment will be a 0%
The student must redo the assignment

**3rd offense:**
The grade for the assignment will be a 0%
The student must redo the assignment
The student will be suspended in school

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

## CLASS CUTS AND TRUANCY

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

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

## TARDY TO SCHOOL/CLASS

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

## PLANNED EARLY DISMISSALS

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

## ATTENDANCE POLICY

**Daily Attendance**

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

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

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

**Philosophy**

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

**Excused Absences**

- The Commonwealth of Massachusetts G.L. c. 76, §1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session. Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in their family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.
- Parent/guardian/caregiver written notes of excusal using the following guidelines should be submitted in hard copy form to the main office or via email to the school receptionist at susandurocher@oldrochester.org
- A child may also be excused for other exceptional reasons with approval of the Principal or designee. To have an absence excused, families should document one of the above referenced excuses and send a note to school with the student. Excusal notes for absences must be submitted to the main office within one week of the student's return to school. Excusal notes for tardies must be submitted upon arrival to school that day. Excusal notes for dismissals must be submitted on the day of the dismissal or the next school morning.
- Once a student is considered "chronically absent" (missed 10% of school days), as defined by the Massachusetts Department of Elementary and Secondary Education, a medical note of exemption will be required for any future absences to be excused.
- If tardies and/or dismissals are excessive (10% or more per term), a medical note of exemption will be required for any future tardies and/or dismissals to be excused.

At ORRHS, student attendance will be recorded in all assigned classes. Students will be marked with one of seven attendance codes: Absent, Absent Excused, Dismissed, Dismissed Excused, Placement, Present, School Business, Suspension, In-School Suspension, Tardy or Tardy Excused. School Business is defined as absent from school or

class for a school-sponsored opportunity (i.e. field trip or school competition). For students who are hospitalized for physical or mental health needs, inpatient or outpatient, they will be coded as Placement. Placement (PL) is an absence code that assists the educational team in initiating the treatment plan for communication with teachers and staff members.

**Student Absence Notification Program**

The school will notify a student's parent/guardian/caregiver within three (3) days of the student's absence in the event the parent/guardian/caregiver has not informed the school of the absence.
The school will make a reasonable effort to meet with any student, and that student's parent/guardian/caregiver, who has missed five (5) or more unexcused school days in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian/ caregiver. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

**Dropout Prevention**

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

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

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

**Class Attendance**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## MAKE-UP WORK – ABSENCE

- Each student must assume responsibility for work and assignments missed because of absence.
- Students will be allowed two class meetings, for each class missed, to complete assigned work for full credit, unless prior arrangements have been made with the teacher.
- Students who are absent on the day an assignment is due are to turn in the assignment on the day they return to class, as the absence did not involve missed classroom instruction and therefore the student does not require additional time.
- Failure to make up work within the time allotted by the teacher will result in a zero (0) for that assignment.
- Upon receipt of a physician's written order verifying that any student enrolled in a public school must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period not less than fourteen school days in any school year, a student is eligible to receive educational services in that setting, temporarily, from the Old Rochester Regional School District.
- Makeup work will not be provided if the student cuts/skips class.

## FAMILY VACATIONS

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

out for multiple days at a time, it is extremely disruptive to their academic progress as makeup work cannot replicate missing instructional time.

## NATIONAL HONOR SOCIETY

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

## PROCEDURAL AND INFORMATIONAL MATTERS

### VIDEO CAMERA SYSTEM

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

### VISITORS

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

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

### PROCEDURE FOR ENROLLING NEW STUDENTS

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

- New students will begin classes on the day following their appointment, if all required information has been submitted
- Enrollment is not complete until the student begins classes. Families who intend to move or build in the district must have the appropriate documents on file (see non-resident student policy).
- At the time of the appointment for enrollment, the parent/guardian/ caregiver must bring to ORRHS copies of the following:

    - Massachusetts transfer card
    - Birth certificate or custody agreement if pertinent
    - If pertinent, documentation of educational surrogate parent
    - Academic records: a transcript and the most recent report card
    - Discipline records or a statement from the School Principal that none exists
    - Health record with updated immunizations
    - Current program of courses
    - Special education records (if applicable)
    - Current Physical Exam (1 year)

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

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

### TRANSFER

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

**Transfer Procedure**:

- The student should provide a note to the Principal signed by a parent/guardian/caregiver indicating the date of withdrawal, new residence and the name and address of the new school.
- If all this data is not available, the student should furnish as much as is known.
- The student should tell their guidance counselor of the change.
- If the move is to take place during the academic year, the counselor will, with the student's consent, contact the new school and assist in making the transfer with a minimum of wasted effort.

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

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

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

## WITHDRAWAL FROM SCHOOL

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

## DAILY BULLETIN

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

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

## DISTRIBUTION OF SCHOOL PROPERTY

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

- A student will be required to pay the full purchase price of any book not returned.
- The student is required to take proper care of every book issued and to protect it from loss and damage.
- The student should verify the identification of the book at the time it is issued. The student will sign a receipt for the book indicating its identification, number, and condition.
- If a student loses a book during the term of a course, their teacher may issue them a new book after completing a "Report of Lost or Damaged Book" form and agreeing to pay the replacement cost of the book. In the event that the book is found before the end of the accounting period, June 30, and is in good condition, the administration will refund money to the student upon application.

- Bills for books or materials or damaged school property are due and payable on presentation. Collection proceedings will be instituted on bills remaining unpaid after 30 days. Freshmen, sophomores, and juniors must pay all bills before the end of the school year. Seniors must pay all bills before graduation.
- Teachers will inspect all school-owned books from time to time. If a book is damaged, lost, or missing for any reason, the student may be issued another after completing and signing a "Report of Lost or Damaged Book" form and agreeing to pay the replacement cost of the lost or damaged book.
- Beginning with the 2022-23 school year, all incoming grade 9 students will be issued an electronic device by the school and will be expected to use it for schoolwork.

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

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

## BEFORE SCHOOL

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

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

## AFTER SCHOOL

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

## PASSES

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

## HEALTH

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

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

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

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

**Student Pregnancy Policy**:

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

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

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

It is recommended the student seek counseling and support on prenatal care and early childbearing.

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

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

## DISPENSING MEDICATION AT SCHOOL

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

## ADMINISTERING MEDICATION TO STUDENTS

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

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

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

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

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

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

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

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

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

**Administrative Procedures**

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

- 1st offense
  - The medication will be confiscated immediately.
  - The parent/guardian/caregiver will be contacted immediately and the medication will be returned to the parent/guardian/caregiver.
  - The parent/guardian/caregiver and students will discuss the medication policy with the school nurse.

- 2nd offense
  - The student may be suspended from school.

- 3rd offense
  - The student may be suspended from school for ten days and face possible expulsion procedures.
  - Any student who distributes, sells, or otherwise makes available prescription or over-the-counter medication to others may be suspended from school for ten days and face possible expulsion procedures.

## INFORMATION REGARDING USE OF ALCOHOL AND DRUGS

- **Students suspected of being under the influence of alcohol or drugs** - Any student who appears to be under the influence of alcohol or drugs on or off school property must immediately be reported to the school administration. If the administration concludes that the student is under the influence, the school will attempt to contact the student's parent/guardian/caregiver(s) and to arrange a conference between school officials and the parent/guardian/caregiver(s) to discuss resources that are available to help. The student will be sent home for the remainder of the day, or referred for further medical evaluation to a crisis center or hospital emergency room.

- **Students who use alcohol or drugs on school property, who are in possession of drugs or alcohol on school property, or who buy, sell, or distribute or attempt to buy, sell, or distribute, alcohol or drugs on or off school property, or who are under the influence of alcohol or drugs.**
  These are very serious offenses and are subject to discipline under Category One of the Discipline Code. Specifically, the school may take any or all four actions:

  1. The student may be subject to expulsion
  2. The student may be suspended or referred to the Superintendent for more stringent disciplinary measures
  3. The student's parent/guardian/caregiver(s) will be notified by phone
  4. Police officials may be notified

## LOST AND FOUND

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

## LOCKS AND LOCKERS

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

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

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

## FIRE DRILL

**Fire Drill Procedures**:

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

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

**LOCK DOWN**

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

**Lock Down Procedures:**

"LOCKDOWN" – Isolates building occupants from violence.

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

"UNLOCK" Procedure-Lockdown only

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

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

"STAY IN PLACE"

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

"HOLD PASSING"

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

"STAY INSIDE"

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

## TRAFFIC REGULATIONS

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

  1st Offense: Parking on school grounds suspended 1 school day
  2nd Offense: Parking on school grounds suspended 2 school days
  3rd Offense: Parking on school grounds suspended 5 school days

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

## SPEED LIMIT

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

## LIBRARY CODE OF CONDUCT

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

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

**Overdue Policy**

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

**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/

## INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

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

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

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

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

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

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

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

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Obscenity is prohibited. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number, or that of other students or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information of other users accessible via the network should be assumed to be private property.

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

- All ORRHS faculty and staff are assigned an email account and that is often the ideal way to communicate with teachers. Other avenues of communication with teachers include but are not limited to, in-person conferences, telephone conversations, and voicemail.
- A reasonable response time from faculty and staff is 48 hours during normal business hours unless otherwise noted.
- Issues regarding homework, classroom expectations, test results or a specific class are valid reasons for teacher communication.
- Questions or concerns that are not of an academic nature are best addressed by counselors, coordinators and /or administrators. For example, an administrator would best address issues dealing with the broader scope of school policies. Curricular concerns or questions regarding course selection and placement may best be addressed by a guidance counselor.

**5) PowerSchool Acceptable Use Policy**

***STUDENT***

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

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

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

***PARENT/GUARDIAN/CAREGIVER***

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

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

- Username and passwords are to be kept confidential. The district is not responsible for stolen, given or shared usernames and passwords.
- Technical concerns should be addressed to John Ashley by email at johnashley@oldrochester.org
- All parent/guardian/caregiver access to PowerSchool is monitored.
- Teachers will post their grades within 10 school days of the assignment due date, although some assignments may take longer to grade. Please be patient**, do not contact teachers requesting a grade sooner than 10 school days.**
- Follow the steps below before contacting any teacher about concerns regarding your student's progress and/or grades:

- Speak with your student.
- Have your student talk to their teacher for clarification.
- Check the teacher's grading policy.
- Parent/guardian/caregiver(s) may send an email or call the teacher. A response within 48 hours can be expected during normal school hours.
- Parent/guardian/caregiver(s) may request a meeting through the Guidance Department.
- After all of the above, parent/guardian/caregiver(s) may contact school administration by phone or email.

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

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

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

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

## PRIVACY AND RIGHT OF ACCESS TO STUDENT RECORDS

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

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

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

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

- The school may release for publication the student's name, class, participation in officially recognized activities and sports, degrees, honors and awards, unless the student or their parent/guardian/ caregiver notifies the school not to release that information without prior consent.
- The school will release information in response to a court order or a lawfully issued subpoena or in response to an appropriate request by a federal, state, or local official, such as an official of the Department of Public Health, the Department of Education, or the Department of Youth Services.

- The school will provide authorized school personnel of a school to which a student transfers access to the student transfer card. The school will also provide the officials of such school access to the student's transcript, discipline, and health records and, in the case of a student receiving special education services, the education plan and assessments pertinent to it. Before releasing such information, other than the transfer card, the school will notify the student and their parent/guardian/caregiver.
- The school may release anonymous statistical data to appropriate persons.
- Any request for release of information to a third party or access by a third party to a student's record must be in writing and signed by the student or, if the student is less than 18 years of age, by their parent/guardian/caregiver. The request must specify the parts of the student's record to be released, the reason for the release, and the party to whom the record is to be released. The student or their parent/guardian/caregiver may also request a copy of the records released.

## USE OF THE ELEVATOR

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

## EXCHANGE STUDENT POLICY

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

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

## SEXUAL HARASSMENT POLICY

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

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

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

**Sexual Harassment Prohibited**

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

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.

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

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

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

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

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

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

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

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

**GRIEVANCE PROCEDURES**
The Old Rochester Regional School District & Massachusetts Superintendency Union #55 utilizes the procedures outlined in this policy to investigate and resolve reports of alleged violations of the district's Nondiscrimination

Policy (AC). The policy and procedures are intended to be interpreted and enforced as an integrated document. These procedures are designed to facilitate a prompt and effective internal review and resolution of allegations of bias-based conduct, discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness.

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

> Employee Complaints of Discrimination and Harassment:
> Employees may report complaints of discrimination and harassment to their supervisor, the Grievance Officer or the Superintendent.
>
> Student Reports of Discrimination and Harassment:
> Students and/or parent/guardian/caregiver(s) may report complaints of discrimination and harassment to the student's teacher, Principal, Guidance Counselor, the Grievance Officer or the Superintendent.

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

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

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

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

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

**General Policies**

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

**Procedures**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition to discipline as outlined above, the District may also address concerns regarding discrimination/harassment by applying such approaches as alternate dispute resolution, restorative justice, professional development, training, or coaching. Responsive measures will include any steps necessary to prevent

the recurrence of any discrimination and/or harassment in the future and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

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

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

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

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

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

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

## NON-DISCRIMINATION IN CURRICULUM

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Old Rochester Regional School District, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

## SEX EDUCATION POLICY

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

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

## CHILD ABUSE POLICY

In accordance with M.G.L. c. 119, §. 51A, any physician, medical intern, medical examiner, dentist, nurse, public or private school teacher, educational administrator, guidance or family counselor, probation officer, social worker or policeman, who, in their professional capacity shall have reasonable cause to believe that a child is under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon them including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the Department of Social Services (DSS) by oral communication and by making a written report within forty-eight hours after such oral communication; provided,

however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, they shall immediately either notify the DSS or notify the person's designated agent, whereupon such person in charge of their said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is subject of such report without the consent of the child's parent/guardian/caregiver(s). All such photographs or copies thereof shall be sent to the DSS with such report.

## PROCEDURES FOR REPORTING CASES OF CHILD ABUSE

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

- Any staff member who suspects that a child has been abused or neglected shall report this as soon as possible to the Principal or the Superintendent on the day of the observation.
- The Principal will review the report and school information with appropriate staff members (School Adjustment Counselor, Nurse, Assistant Principal, Guidance Counselor, and Teacher) as soon as possible, and within two days of the referral. Reasonable cause must be determined before informing the DSS. There does not need to be incontrovertible proof of abuse or neglect, but there needs to be sufficient facts to establish "reason to believe" that there is abuse or neglect.
- The school Principal or their designee shall call the DSS in New Bedford (508-997-3361 or the DSS Hotline number) and notify them of the alleged child abuse.
    - The school may request that the caseworker maintain contact with a specific school staff member.
    - The specific identity of the reporter can remain confidential.
- Parent/guardian/caregiver notification will be at the discretion of the Principal.
- Within forty-eight (48) hours of making the oral report to the DSS, the School Principal or their designee shall submit a written report (Form 51A) to DSS. The 51A form is to be sent by CERTIFIED MAIL. A photocopy of the report is to be forwarded to the Superintendent of Schools.
- School authorities are obligated under Massachusetts law to report sexual abuse to DSS.

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

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

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

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

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

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

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

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

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

"Cyberbullying" is:

> Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, tablets, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social media postings, and other Internet postings.
>
> See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

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

At any point after receiving a report of bullying, harassment or retaliation, if the Principal/Investigator has a reasonable basis to believe that a crime has been committed and criminal charges may be pursued against an alleged

aggressor, they will notify the relevant town's police department. Notice is consistent with the requirements of 603 CMR 49.00.

When the investigation is complete, the Principal/ Investigator considers all of the information and evidence gathered and makes a determination based upon the facts and circumstances. The Principal/ Investigator promptly notifies the parents/ guardians of the alleged target and the alleged aggressor about the results of the investigation and, if bullying, harassment or retaliation is substantiated, what action(s) is being taken to prevent further acts of bullying, harassment or retaliation. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary. In instances where bullying is not substantiated, this event may fall under other categories of the discipline code.
Notices to parents/ guardians are in compliance with applicable state and federal privacy laws and regulations. Because student and personnel records are confidential, the Principal/ Investigator cannot report specific information to the target's parents/ guardians about disciplinary actions taken unless they involve a "stay away" order or other directives that the target must be aware of in order to report violations.

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

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

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

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

**Disciplining Bullies and Rehabilitation/Remediation**
ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

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

• **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.

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

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

**Bullying Prevention and Intervention Policy**
Click on the link to see the policy
https://docs.google.com/document/d/1W6pcrg4nBVEkLi1WTjlRtCvgsoDZ-UXo/edit

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

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

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

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

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

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

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

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

## RULES AND REGULATIONS

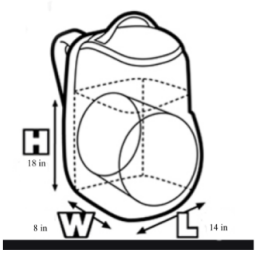
### STUDENT DRESS AND APPEARANCE

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

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

### BACKPACK POLICY

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



## ELECTRONIC MEDIA AND COMMUNICATION DEVICES

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

Students will adhere to the following guidelines:

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

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

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

## DESTRUCTION OF PUBLIC PROPERTY

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

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

## NO SMOKING POLICY

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

### Tobacco and Vaping

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

## RESTRICTED AREAS

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

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

## BUS TRANSPORTATION

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

**Idling**

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

## STUDENT CONDUCT ON A BUS

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

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

**Extracurricular Trips**

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

## VIDEOTAPING ON SCHOOL BUSES

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

## BUS DISCIPLINE POLICY

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

| | |
|---|---|
| 1st Offense | Warning |
| 2nd Offense | 3-day bus suspension |
| 3rd Offense | 10-day bus suspension |

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

## FIGHTING

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

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

## THE DISCIPLINE CODE

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

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

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

## CATEGORY ONE OFFENSES

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

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

**CATEGORY ONE CONSEQUENCES**

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

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

**CATEGORY TWO OFFENSES**

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

**CATEGORY TWO CONSEQUENCES**

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

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

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

## CATEGORY THREE OFFENSES

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

## CATEGORY THREE CONSEQUENCES

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

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

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

## DUE PROCESS

**Student Code of Conduct: (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 Old 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.

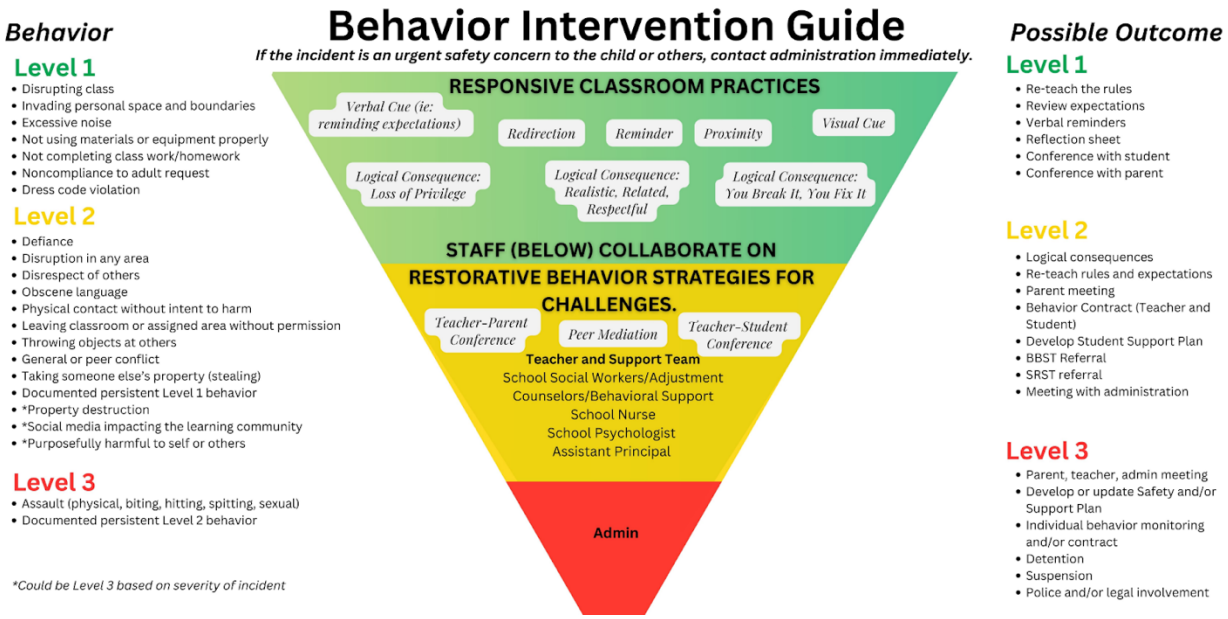
**Reporting**
The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

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.

## THE APPEAL PROCESS

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

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

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

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

(b) Any student who assaults a Principal, Assistant Principal, teacher, paraprofessional or other staff on school premises or at school-sponsored or school-related events, may be subject to expulsion from the school or school district by the Principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) As of April 4, 1994, when a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.
M.G.L. c. 71, §. 37H, as amended by §. 36 of c. 71 of the Acts of 1993 (the Education Reform Act), and further amended by §. 1 of c. 380 of the Acts of 1993.

## SEARCH AND SEIZURE

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

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

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

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

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

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

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

**The Gun-Free Schools Act**

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

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

**Drug-Free Schools and Communities Act**

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

## FACULTY AUTHORITY

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

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

## PASS RESTRICTION

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

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

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

## AFTERSCHOOL DETENTION

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

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

## REMOVAL FROM CLASS

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

**Suspension**

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

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

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

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

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

**Suspension and Extracurricular Activities**

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

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

## IN-SCHOOL SUSPENSION

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

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

## OUT-OF-SCHOOL SUSPENSION

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

- Students who are suspended from school will be allowed to make up all work missed for full credit, while under suspension.
- All assignments and assessments must be made up by the second class meeting, regardless of the length of suspension.
- It is the student's responsibility to collect missed assignments while out on suspension.
- A suspended student may not participate in or attend any school activity or athletic event.

## SATURDAY SCHOOL

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

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

## SATURDAY SCHOOL REGULATIONS

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

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

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

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

## GANG INVOLVEMENT/ACTIVITY

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

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

## REFERRAL TO SUPERINTENDENT

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

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

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

## DISCIPLINE OF STUDENTS WITH DISABILITIES

**Disciplining of Students with IEPs**

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

- Any eligible child may be suspended up to 10 school days in any school year.
- After a student with special needs has been suspended for 10 school days in any school year, during subsequent removal, the school district must provide sufficient services for the student to continue to receive a free and appropriate public education.
- A suspension of longer than 10 consecutive school days or a series of suspensions that constitute a pattern are considered to represent a change of placement.
- Prior to a suspension that constitutes a change of placement, district personnel, the parent/guardian and other relevant members of the team will convene a "Manifestation Determination" meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP.
- If the Manifestation Team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment and appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.
- If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the

student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise

- Regardless of the manifestation determination, the student may be placed in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is "substantially likely" to injure himself or others.
- These procedural requirements apply to students not yet determined to be eligible for special education if the Parent/Guardian has expressed concern in writing or requested an evaluation, or if staff had expressed concerns about the student's behavior directly to the director of student service or other supervisory personnel.

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 Old Rochester Regional 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.
- The Old Rochester Regional 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.

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

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

    a. The parent/guardian/caregiver had expressed concern in writing; or
    b. The parent/guardian/caregiver had requested an evaluation; or

    c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

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

2. If the district had no reason to consider the student disabled, and the parent/guardian/caregiver requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

## FALSE ALARMS

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

## ACTIVITIES

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

### EVENING ACTIVITIES

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

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

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

### SOCIAL ACTIVITIES

**Senior Prom**

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

**School Dances**

The following rules apply to all school-sponsored dances:

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

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

## HAZING

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

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

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

## DUTY TO REPORT HAZING

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

## FIELD TRIPS

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

## STUDENT GOVERNMENT

### Class Cabinet and Time of Elections

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

### Eligibility

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

**Procedures for Nominations and Elections**

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

**Available Positions**

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

**Student Advisory Council**

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

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

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

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

**Student Council**

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

**Available Positions**

- President
- Vice President
- Secretary
- Treasurer

**Student Council Members**

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

## ORRHS ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

## FUNDRAISING

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

## ATHLETICS

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

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

**Interscholastic Sports Programs**
Offered at Old Rochester Regional High School

| Fall | Winter | Spring |
|---|---|---|
| Varsity Football | Varsity Ice Hockey | Varsity Softball |
| J.V. Football | J.V. Ice Hockey | J.V. Softball |
| Freshman Football | Boys Varsity Basketball | Varsity Baseball |
| Varsity Volleyball | Boys J.V Basketball | J.V. Baseball |
| J.V. Volleyball | Boys Frosh Basketball | Boys Spring Track |
| Golf | Girls Varsity Basketball | Girls Spring Track |
| Varsity Field Hockey | Girls J.V. Basketball | Varsity Boys Tennis |
| J.V. Field Hockey | Girls Frosh Basketball | Varsity Girls Tennis |
| Freshman Field Hockey | Boys Indoor Track | Varsity Boys Lacrosse |
| Boys Varsity Soccer | Girls Indoor Track | J.V. Boys Lacrosse |
| Boys J.V. Soccer | Cheerleading | Varsity Girls Lacrosse |
| Girls Varsity Soccer | Swimming | J.V. Girls Lacrosse |
| Girls J.V. Soccer | | Sailing |
| Boys Cross Country | | |
| Girls Cross Country | | |
| Cheerleading | | |
| Dance Team *fall-winter* | | |

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

It is the intent of our athletic program to:

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

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

**Athletic Policies**

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is $275 per student per sport with an individual cap of $700 and a family cap of $975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- Senior athletes are allowed to use an approved senior study release privilege during block 1 only. No block 4 release is allowed.
- A student who is absent from school may not participate or attend any extracurricular activities including practices without prior approval by administration for extenuating circumstances.
- A suspended student may not participate in or attend any athletic event during the term of their suspension
- A student who is suspended may be removed from their captaincy or leadership position
- A student may not participate or attend any athletic event on days they have been assigned to in-school suspension
- Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Student athletes that are late for practice or games for any reason, i.e.: extra help, meeting with the athletic trainer or club meetings, will require a note to the coach. An athlete must be marked present on the school attendance sheet to be able to participate
- Serving a detention takes precedence over any practice or game
- Sub Varsity teams are developmental in nature; there is an expectation that all team members in good standing will participate in every game
- Varsity teams are competitive athletic situations. Playing times and positions are dictated by the coach
- After the tryout period and before the first contest, no student listed on a specific sport roster may switch from that athletic activity to another without the consent of the coaches and the athletic director. After the first contest, a waiver from the MIAA is necessary in order to switch sports
- The rules from each coach are in writing and approved by the athletic director. Violations of team rules, such as failure to follow the instructions or training rules of the coach, or behavior that in any manner interferes with the smooth and orderly conduct of a team, will result in the imposition of disciplinary measures by the coach. These disciplinary measures may supersede those of the school and state association and include training assignments, suspension from one or more games or, in severe cases, expulsion from the team
- Each player is required to wear the appropriate protective equipment/gear (during practice and competition) as specified by the M.I.A.A. for their particular sport. In addition, each player is required to wear the protective equipment in the proper, unaltered intended fashion
- No spikes or cleats will be worn in the building

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

**Interscholastic Athletic Eligibility Requirements**

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

**The South Coast Conference**

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

| | | |
|---|---|---|
| Apponequet | Bourne | Case |
| Dighton Rehoboth | Fairhaven | GNBRVTHS |
| Old Rochester | Seekonk | Somerset Berkley |
| West Bridgewater | | |

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

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

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

**Especially Pertinent Student-Athlete Policies**

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

**Time Allowed for Participation**

- A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.

- In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons**.** In special cases where a student has been absent from school because of an accident or illness, the executive director, or their designee, shall have the authority to extend the student's eligibility upon presentation of a doctor's certificate on the student's behalf and a letter from the Principal attesting to the inability of the student to attend school during a specific period because of an accident or illness. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student's accident/illness prevented participation.

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

**Graduation**
A student must be an undergraduate: i.e., they shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:
- An early graduate of a high school may represent their school in athletics until the end of the sport season in which they are participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.
- A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if they continue to take at least the equivalent of four traditional year long major English courses.

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

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

*Minimum PENALTIES:*
- **First violation**: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.
- **Second and subsequent violations**: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events ***provided the student was fully engaged in the program throughout that penalty period***. ***The High School Principal in collaboration with a Chemical Dependency Program or Treatment Program*** must certify that the student is attending or issue a certificate of completion. If the student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an

event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season. *Revised 2/13/08*

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

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

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

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

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

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

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

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

**Steroid Use**

Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role,

learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that their success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons. *Revised 2/13/08*

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

**Sportsmanship - Taunting**

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

**Hazing**

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

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

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

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

Examples of bullying include but are not limited to:

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

**Verbal attacks**: taunting, spreading rumors, name-calling, exclusion, hazing, lack of respect for differences and cyber bullying. Cyber bullying can occur in blogging, instant messaging, emails, chat rooms, text messages, Facebook, Myspace or other sites of that nature.

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

All students will feel free and safe

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

DISCIPLINING BULLIES AND REHABILITATION/REMEDIATION
ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

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

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

## ATHLETIC CONCUSSION INFORMATION

The following information will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and post-concussion syndrome. They also include instruction to coaches, volunteers, and parent/guardian/caregiver(s) in preventing the occurrence of head injuries and concussions in extracurricular activities directed at discouraging and prohibiting a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon will be enforced as penalties , including but not limited to personnel sanctions, for failure to comply with the provisions of the district's policy.

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

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

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

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

**Signs and Symptoms**

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

**Symptoms (reported by athlete):**
· Headache
· Fatigue
· Nausea or vomiting
· Double vision/ blurry vision
· Sensitivity to light (photophobia)
· Sensitivity to noise (tinnitus)
· Feels sluggish
· Feels foggy
· Problems concentrating
· Problems remembering
· Trouble with sleeping/ excess sleep
· Dizziness
· Sadness
· Seeing stars
· Vacant stare/ glassy eyed
· Nervousness
· Irritability
· Inappropriate emotions

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

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

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

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

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

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

## ATHLETIC CONCUSSION PROCEDURES

Any suspected or incurred head injury during a practice, game or school related extracurricular activity must be immediately reported to school medical personnel, Nurse, Certified athletic trainer or school/team physician. The parent/guardian/caregiver of the injured student **must** be notified and advised to seek out necessary medical care for appropriate evaluation and treatment.

Any student athlete sustaining a concussion or head injury, under referral from the student's primary care physician and request of parent/guardian/ caregiver(s), may seek out assistance of a school based care team consisting of athletic and academic personnel, for purpose of a graduated re- entry accommodation plan to school activities and

academic coursework as indicated. The school based care team should include all personnel who are responsible for the successful return to academic requirements and provide a safe return to athletic activities.

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

A. Education and Training

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

B. Documentation of Head Injury and Concussion History

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

<u>Suspected Concussion Exclusion from Play</u>

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach or certified athletic trainer shall communicate the nature of the injury directly to the parent/guardian/caregiver in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The certified athletic trainer or coach also must provide this information to the parent/guardian/caregiver in writing in a timely manner.
4. The certified athletic trainer, coach or their designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
   - The academic plan shall be developed by the student's teachers, school nurse, parent/guardian/caregiver, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
   - The return to athletic participation plan will be developed by the certified athletic trainer and /or coach in consultation with the student's directing physician. The plan will be administered and documented

by the certified athletic trainer or coach until completed and a full return to extracurricular athletic activities is possible.

- The written plan shall include but not be limited to:
  - Physical and cognitive rest as appropriate;
  - Graduated return to classroom studies as appropriate;
  - Estimated time intervals for resumption of activities;
  - Frequent assessments by the school nurse as appropriate; and
  - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.

6. The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

Medical Clearance and Authorization to Return to Play

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

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

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

Parent/Guardian/Caregiver Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If student suffers a concussion outside of school, complete a head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return a certificate of completion to the athletic department.
- Watch for changes in your student/athlete that may indicate that your student/athlete does have a concussion or that your student/athlete's concussion may be worsening. Report to a physician:
  - Loss of consciousness
  - Headache
  - Dizziness
  - Lethargy
  - Difficulty concentrating
  - Balance problems
  - Answering questions slowly
  - Difficulty recalling events
  - Repeating questions
  - Irritability
  - Sadness
  - Emotionality
  - Nervousness
  - Difficulty with sleeping
- Encourage your student/athlete to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Observe and monitor your student/athlete for any physical or emotional changes.

- Recognize that your student/athlete will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Student and Student Athlete Responsibilities:

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

## Use and Care of Athletic Uniforms and Equipment

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

## Athletic Awards Policy

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

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

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

## Fundraising

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

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

## Captains Duties

- Serve as a role model for all to follow both in and out of the athletic program
- Assist the coach as required
- Encourage team members to live up to the athletic code
- Serve as a spokesperson for the team

- Keep the team informed of practices
- Conduct practice duties under the supervision of the coach
- Assist in the season ending banquet

**Contact info:**

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

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

**Sports schedule information:** The Week Ahead form

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

**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 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24X | 25 | 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 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| *13* | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23P | 24P |
| 27 | 28 | 29 | 30 | 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 | 7 |
| [10] | *11* | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 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 | 5 |
| 8 | 9 | 10 | 11 | 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 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| *19* | 20 | 21 | 22 | 23 |
| 26 | 27 | 28X | 29 | 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 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| *16* | *17* | *18* | *19* | *20* |
| *23* | 24 | 25 | 26 | 27 |

2/16-2/20 School Vacation

15 days 113 days accrued

**March 2026**

| M | T | W | T | F |
|---|---|---|---|---|
| 2 | 3 | 4X | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 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 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| *20* | *21* | *22* | *23* | *24* |
| 27 | 28 | 29 | 30 | |

4/20-4/24 School Vacation

17 days 152 days accrued

**May 2026**

| M | T | W | T | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| *25* | 26 | 27X | 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 | 3 | 4 | 5 |
| 8 | 9 | 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. |

***Approved by the Joint School Committee***
***01.23.2025***
www.oldrochester.org

# Superintendent's Newsletter

August 2025

## Message of the Month

Dear School Community,

We are thrilled to welcome our students and families back to school on August 27th!

Besides enjoying the sunshine this summer - our team has been busy preparing our schools for the 2025-2026 school year.

The school buildings look great and the classrooms are ready!

A new school year brings with it opportunities for our students to set new academic goals, develop new friendships, and experience new adventures. I know that this school year will be filled with student successes and accomplishments.

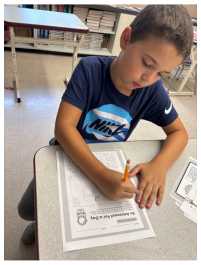
Our students are fortunate to attend school in communities that value education and student development.

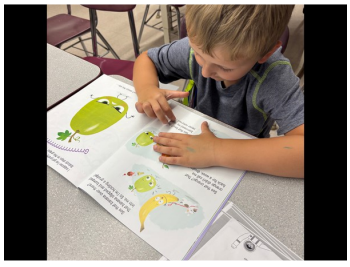
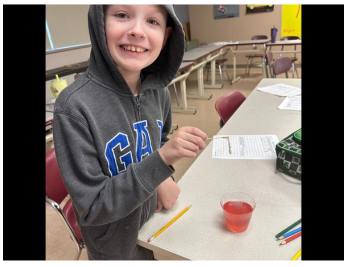
I hope the information in this month's Superintendent's Newsletter is helpful as we start a new year of learning together.

With all respect,

Michael S. Nelson
Superintendent of Schools

## Summer Adventures in Learning (SAIL)



## Office of Teaching and Learning

**From Dr. Fedorowicz**
**Assistant Superintendent of Teaching and Learning**

**Welcome Back to a New School Year!**
We're excited to begin another year of learning and growth together. Our educators and staff play such an important role in inspiring curiosity, building confidence, and supporting every child's success. We're grateful for their dedication—and for the partnership we share with families to help students thrive. Here's to a wonderful year ahead!

**Constitution Day – September 17, 2025**
On September 17, we celebrate Constitution Day and Citizenship Day, marking the signing of the U.S. Constitution in 1787. This day reminds us of the importance of understanding our government and the rights and responsibilities of being a citizen.
Students will have opportunities to explore the Constitution through lessons, discussions, and activities that make learning about our nation's founding principles engaging and meaningful.
Families can join in by reading the Preamble together, talking about the rights and responsibilities of citizenship, or exploring online resources like U.S. Courts Constitution Day and iCivics.
It's a wonderful chance to spark conversations about government, history, and what it means to be an active, informed citizen.

**New Teacher Induction – Thursday, August 21**

On Thursday, August 21, our new teachers came together for New Teacher Induction, a day filled with learning about curriculum, instruction, assessment, technology, and student services. Later in the day, mentors and administrators joined them in their buildings to provide hands-on support and guidance as they prepared for the school year. We're excited to welcome our new teachers and support them as they begin their journey with us!

**International Literacy Day – September 8**

On September 8, we celebrate International Literacy Day, a United Nations observance that highlights the importance of reading and writing. Around the world, millions of adults and children still face challenges with literacy, making this day a reminder of why education matters.
You can join in by reading a new book, writing a story or poem, or exploring other ways to strengthen literacy skills. Even small actions help build stronger learners and communities!

**Exciting News: Piloting the OpenArchitect Data Dashboard**

This year, we're piloting the OpenArchitect Data Dashboard, a new tool designed to help teachers access important student information all in one place. Over the spring, teachers had the chance to share their thoughts through a survey, helping us create a dashboard that really meets the needs of our schools.
The dashboard includes a wide range of student data, such as MCAS results, DIBELS assessments, AP scores, SAT performance, and more. By having this information at their fingertips, teachers can better understand student progress, spot trends, and make decisions that support every learner.
We're excited about the ways this tool will make it easier for teachers and administrators to support students and help every child succeed.

**New Elementary Math Program – enVision Math**

This school year, we are excited to fully implement the enVision Math program for all K–6 students! Teachers will receive ongoing support throughout the year from Looney Math Consultants, a DESE-approved professional development provider.
We want to thank our Elementary Math Committee and all the dedicated K–6 teachers who spent months reviewing and piloting programs to find the best fit for our students. Their hard work ensures that students across all three towns receive clear, consistent instruction that prepares them for success in grade 7 and beyond.
A special thank you also goes to our towns and community members for supporting our schools and this new math program. Your investment helps provide high-quality education and opportunities for every student to thrive.

**Curriculum Highlights for 2025–2026**

This year, students will continue to engage with OpenSciEd for science, Investigating History and Melrose Units for elementary social studies, and IntoReading for elementary ELA. We are also excited to be fully implementing Amplify Desmos math at the Junior High. One of our next projects is exploring writing instruction at the elementary level to strengthen student skills. In addition, we have a draft of our Portrait of a Graduate and will be gathering staff input throughout the year to ensure it reflects the skills and qualities we want for our students. All of these efforts are aligned with our Strategic Plan 2028 to support consistent learning across classrooms.

## Office of Student Services

**From Dr. Curley**
**Assistant Superintendent of Student Services**

**Welcome Back!**
I hope you are enjoying a wonderful summer. It's hard to believe that we're already halfway through August! September is just around the corner, and with it comes the excitement of a new school year. I hope your children are looking forward to the year ahead as much as our teachers are eager to welcome them back! We are excited to begin a new school year and look forward to partnering with you to support your child's growth and success.

**Massachusetts Department of Elementary and Secondary Education (DESE)**
The Massachusetts Department of Elementary and Secondary Education (DESE) launched an update to the Special Education webpages during the summer. This update has been carefully designed with families in mind, reflecting DESE's strong commitment to accessibility, equity, and user-centered design. You will find:

- Family-friendly navigation to help you quickly locate topics like the IEP process, student rights, and available services
- Clearer pathways to information about your rights, options, and ways to be an active partner in your child's education

**Special Education Parent Advisory Council (SEPAC)**
The mission of the Marion, Mattapoisett, Rochester and Old Rochester Regional Special Education Parent Advisory Council (ORR SEPAC) is to work for understanding of, respect for and support of all children with special needs in our community. To that end, the ORR SEPAC will work to promote a network of parents of children with and without special needs, and provide a forum to share information and:

- Advise the Districts on development of special education programs;

- Promote communication and programs within the community to encourage understanding, acceptance and inclusion;
- Provide informational forums to families, educators, students and professionals.

If you are interested in becoming a member, please contact 508-758-2772, ext. 1942 to learn more!

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## PowerSchool Forms

Annual forms (in the General tab) are now available in PowerSchool for all families to complete for each student(s), including information for the nurse's office. The information in these forms is populated from information you have previously provided, so in most cases it's a quick review and update as needed. Please login to PowerSchool using your parent account and click on Forms in the left menu. The 'General' tab should open with the annual forms for you to review and update as needed.

- After reviewing and/or updating, *please be sure to* ***submit*** the form so we know everything is up-to-date!
- Forms are mobile friendly, but for the best experience, please utilize a computer.
- Annual forms are required by all families, even those that may have recently registered and completed enrollment forms.

Click here to login to PowerSchool.
If you have any questions, please contact your student's school.

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## Communication Plan

The Communication Plan will be utilized to ensure that all communications align with the District's strategic goals. The plan will be evaluated and updated as needed. Our goal is to effectively communicate with all stakeholders and create an environment of cooperation, collaboration and sense of community. Click here to view our communication plan.

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## ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all.
**Search ORRconnect in the app store!**

ORRconnect

## Early Literacy Screening Information

Please review the attached letter regarding Early Literacy Screening Information for elementary students in grades K-3.

PDF **Fall Intro Letter K-3.pdf** Download 252.1 KB

## Bus Routes

2025-2026 Bus Routes are available on our website. Please allow for a 10 minute variance before and after the times indicated on this link for at least the first five (5) to seven (7) school days. This will ensure that our students will be at their bus stops at the time of pick up. Click here to review safety tips.

## School Device Coverage

This school year parents and caregivers will have the option to secure an insurance policy through School Device Coverage (SDC) to protect their student's school issued Chromebook for $26. The decision to enroll in the program is voluntary and at your discretion. To obtain coverage, please apply online here.

PDF **Old Rochester - English Flyer SY25-26** Download 1.3 MB

PDF **Old Rochester - Spanish Flyer SY25-26** Download 1.3 MB

## Food Service

All students will continue to receive 1 FREE Breakfast and 1 FREE Lunch per day, during the school year. Additional meals are available for a fee. Free and reduced applications are available online here. Only one application is necessary per family. You will be notified via email or U.S. postal mail of your child's status. *This information may be shared, only with your consent, and used for other school benefits.* Lunch menus are available in the ORRconnect app, on the website in the Families & Students menu and on the Food and Nutrition Services website.

## Visiting Schools

All of our schools continue to use Raptor Technology for all visitors entering our buildings. All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building for any reason. CORI checks are required for any parent/guardian volunteers and are available in the main office of your student's school.

## Student Insurance

Additional insurance is available for students. Learn more here.

## 2025-2026 School Calendar

## School Committee Happenings

Did you know that our districts are served by five regular school committees? Marion, Mattapoisett, Rochester and ORR all have a school committee established along with the Joint School Committee which is a combination of the main four committees. There are also subcommitees established for budget, policy, facilities, negotiations and more. Click here for the complete schedule, meeting resources and minutes.

Upcoming meetings (subject to change):
September 11th - Mattapoisett School Committee
September 18th - Marion School Committee
September 25th - Rochester School Committee
October 2nd - ORR School Committee
October 9th - Joint School Committee

## Guidance for Parents with Uncertain Immigration Status

In recent months, we in the Attorney General's Office have heard that parents and guardians with uncertain immigration status are worried about who will care for their young children if they are arrested or detained by U.S. Immigration and Customs Enforcement (ICE). To help families plan, we have created a simple fact sheet and a detailed guidance document which lay out options that parents and guardians have in case of such an emergency: Fact Sheet for Parents with Uncertain Immigration Status and Guide for Parents with Uncertain Immigration Status. We hope that by planning ahead, parents will have some peace of mind that their children will be cared for in case

of an emergency. For more information, go to Resources for Immigrants in Massachusetts | Mass.gov.

PDF **English - Emergency Planning Fact Sheet for Parents** Download 336.2 KB

PDF **English - Emergency Planning Guide for Parents** Download 219.8 KB

PDF **Haitian Creole - Emergency Planning Fact Sheet for Parents** Download 529.0 KB

PDF **Haitian Creole - Emergency Planning Guide for Parents** Download 302.6 KB

PDF **Portuguese - Emergency Planning Fact Sheet for Parents** Download 400.3 KB

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PDF **Simplified Chinese - Emergency Planning Guide for Parents** Download 744.2 KB

PDF **Spanish - Emergency Planning Fact Sheet for Parents** Download 537.6 KB

PDF **Spanish - Emergency Planning Guide for Parents** Download 295.1 KB

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## ORRconnect on Facebook

ORRconnect is also on Facebook!
Like us on Facebook to stay up-to-date with school happenings.

You can follow all of our schools on Facebook too!
Center School
Old Hammondtown School
Rochester Memorial School
Sippican School
ORR Junior High School
ORR High School

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**Community Information and Flyers**

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

**Michael S. Nelson, Superintendent**
www.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 SCHOOL DISTRICT VOUCHER

**Voucher No:** 1101 **Voucher Date:** 06/27/2025 Prepared By: Cheryl

*Printed: 06/27/2025 10:33:40 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $147,130.96 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 | $54,383.13 |
| 10 | ORR SCHOOL LUNCH FUND | $62,264.42 |
| 35 | FY25 STATE GRANTS | $3,555.38 |
| 45 | FY25 PRIVATE GRANTS | $105.00 |
| 46 | FY26 PRIVATE GRANTS | $3,500.00 |
| 51 | REVOLVING - ATHLETICS HS | $5,920.00 |

FY25

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1105 **Voucher Date:** 06/28/2025 Prepared By: Cheryl

*Printed: 07/17/2025 02:17:05 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $100,617.78 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 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 |
|---|---|---|
| 01 | GENERAL FUND | $65,996.12 |
| 24 | FY24 FEDERAL GRANTS | $9,968.00 |
| 25 | FY25 FEDERAL GRANTS | $592.65 |
| 30 | ORR CAPITAL PROJECTS FUND | $22,700.00 |
| 54 | REVOLVING - SAIL PROGRAM | $1,361.01 |

FY25

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1107 **Voucher Date:** 06/29/2025 Prepared By: Cheryl

*Printed: 07/24/2025 11:34:59 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $41,357.03 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard 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 | $7,370.45 |
| 10 | ORR SCHOOL LUNCH FUND | $1,550.90 |
| 25 | FY25 FEDERAL GRANTS | $2,178.41 |
| 30 | ORR CAPITAL PROJECTS FUND | $30,063.00 |
| 51 | REVOLVING - ATHLETICS HS | $51.50 |
| 54 | REVOLVING - SAIL PROGRAM | $142.77 |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1102 **Voucher Date:** 07/02/2025 Prepared By: Cheryl

*Printed: 07/02/2025 11:06:14 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $1,565,489.31 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $1,565,489.31 |
| | | **$1,565,489.31** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1103 **Voucher Date:** 07/09/2025 Prepared By: Cheryl

*Printed: 07/09/2025 10:04:46 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $1,673.47 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $1,673.47 |
| | | **$1,673.47** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1104 **Voucher Date:** 07/10/2025 Prepared By: Cheryl

*Printed: 07/10/2025 08:48:14 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $52,728.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $52,728.83 |
| | | **$52,728.83** |

FY26

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1106 **Voucher Date:** 07/23/2025 Prepared By: Cheryl

*Printed: 07/23/2025 12:49:33 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $660,229.71 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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

Betsy Stewart School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $658,890.57 |
| 24 | FY24 FEDERAL GRANTS | $915.00 |
| 51 | REVOLVING - ATHLETICS HS | $70.00 |
| 54 | REVOLVING - SAIL PROGRAM | $301.14 |
| 60 | REVOLVING - PROJECT GROW | $53.00 |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1112 **Voucher Date:** 09/05/2025 Prepared By: Cheryl

*Printed: 09/05/2025 12:30:09 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $55,696.37 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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 Burbine

| | |
|---|---|
| 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $41,886.93 |
| 10 | ORR SCHOOL LUNCH FUND | $11,790.81 |
| 35 | FY25 STATE GRANTS | $88.86 |
| 51 | REVOLVING - ATHLETICS HS | $464.77 |
| 59 | REVOLVING - PRE-SCHOOL | $1,400.00 |
| 89 | ORR AGENCY ACCOUNTS | $65.00 |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1113 **Voucher Date:** 09/15/2025 Prepared By: Cheryl

*Printed: 09/15/2025 01:09:03 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $3,128.55 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $3,128.55 |
| | | **$3,128.55** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1115 **Voucher Date:** 09/16/2025 Prepared By: Cheryl

*Printed: 09/16/2025 09:03:10 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $12,772.42 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $12,772.42 |
| | | **$12,772.42** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1116 **Voucher Date:** 09/17/2025 Prepared By: Cheryl

*Printed: 09/17/2025 08:42:06 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $13,443.28 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 89 | ORR AGENCY ACCOUNTS | $13,443.28 |
| | | **$13,443.28** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1117 **Voucher Date:** 09/18/2025 Prepared By: Cheryl

*Printed: 09/18/2025 09:16:03 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $98,878.54 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Harold 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $77,288.89 |
| 10 | ORR SCHOOL LUNCH FUND | $9,452.00 |
| 25 | FY25 FEDERAL GRANTS | $100.00 |
| 36 | FY26 STATE GRANTS | $500.04 |
| 46 | FY26 PRIVATE GRANTS | $10.59 |
| 51 | REVOLVING - ATHLETICS HS | $11,227.02 |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1108 **Voucher Date:** 08/21/2025 Prepared By: Cheryl

*Printed: 08/21/2025 02:13:29 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $155,294.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $153,489.52 |
| 46 | FY26 PRIVATE GRANTS | $529.99 |
| 51 | REVOLVING - ATHLETICS HS | $825.00 |
| 54 | REVOLVING - SAIL PROGRAM | $450.00 |
| | | **$155,294.51** |

**Created By:** cherylalmeida **Posted By:** cherylalmeida **Date:** 08/21/2025 14:12:58 Page: 1

FY26

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1108 **Voucher Date:** 08/21/2025 Prepared By: Cheryl

*Printed: 08/21/2025 02:13:29 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $155,294.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $153,489.52 |
| 46 | FY26 PRIVATE GRANTS | $529.99 |
| 51 | REVOLVING - ATHLETICS HS | $825.00 |
| 54 | REVOLVING - SAIL PROGRAM | $450.00 |
| | | **$155,294.51** |

**Created By:** cherylalmeida **Posted By:** cherylalmeida **Date:** 08/21/2025 14:12:58 Page: 1

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1109 **Voucher Date:** 08/25/2025 Prepared By: Cheryl

*Printed: 08/25/2025 11:22:27 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $323.34 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $323.34 |
| | | **$323.34** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1109 **Voucher Date:** 08/25/2025 Prepared By: Cheryl

*Printed: 08/25/2025 11:22:27 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $323.34 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

| | |
|---|---|
| Michelle Smith | Chairperson |
| April Nye | Vice-Chairperson |
| Margaret 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $323.34 |
| | | **$323.34** |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1110 **Voucher Date:** 08/28/2025 Prepared By: Cheryl

*Printed: 08/28/2025 11:38:00 AM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $193,378.38 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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 Bunk

| | |
|---|---|
| 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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 01 | GENERAL FUND | $144,663.40 |
| 10 | ORR SCHOOL LUNCH FUND | $50.90 |
| 20 | ORR SPECIAL REVENUE REVOLVING | $500.00 |
| 25 | FY25 FEDERAL GRANTS | $37,704.61 |
| 36 | FY26 STATE GRANTS | $850.00 |
| 51 | REVOLVING - ATHLETICS HS | $7,895.51 |

# OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

**Voucher No:** 1111 **Voucher Date:** 08/29/2025 Prepared By: Cheryl

*Printed: 09/03/2025 02:43:53 PM*

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $37,876.65 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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 |
| Betsy Stewart | School Committee Member |

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

| Fund | | Amount |
|---|---|---|
| 10 | ORR SCHOOL LUNCH FUND | $37,876.65 |
| | | **$37,876.65** |

# Facilities Director's Report: September 2025

## Junior/Senior High Schools (Main Campus)

- Replace 8 pressure relief valves on York Chiller.
- Installed isolation valves on main domestic water line.
- Replace ripped stair treads in both High and Junior High schools.
- Completed Fire Marshall Inspection of Facility.
- ANSUL (kitchen fire suppression system) including kitchen hood system was inspected and certified.
- The annual certification of fire extinguishers and fire pump/ sprinklers has been completed.
- Our boilers have all been cleaned, serviced and inspected.
- Annual air quality testing of facility scheduled completed, awaiting lab results.
- Fields and grounds groomed for opening.
- Fields striped and equipment set up for Fall sports.
- All SAIL program furniture and equipment returned to the elementary schools.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

Sincerely,

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

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

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

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

## Directors Update:

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day. Second meals, a la carte drinks, snacks and milk only are available for purchase.
- Walk-in Freezer 1 & 2 doors replaced.
- Welcome aboard to our newest café team member, Ms. Jessica DeMello.
- The Food service team participated in a full day of professional development training on 08/26.
- Fun Facts: in SY 24/25 ORR Cafe served : **25,731** *School Breakfast* **& 117,085** *School Lunches*

| **Students Receiving Free and Reduced Meals:** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Free: | | | | | 245 | 24 % | | |
| Reduced: | | | | | 45 | 4 % | | |
| **Student Meal Participation** | | | | | | | | |
| SY 24/25 | | | | | SY 25/26 | | | |
| | Breakfast Counts | % | Lunch Counts | % | Breakfast Counts | % | Lunch Counts | % |
| **August** | 119 | 4 % | 1,295 | 63 % | 169 | 6 % | 1,301 | 43 % |
| **September** | 2,115 | 11 % | 13,153 | 73 % | | | | |
| **October** | 3,461 | 16 % | 15,775 | 73 % | | | | |
| **November** | 2,704 | 16 % | 11,226 | 68 % | | | | |
| **December** | 2,465 | 17 % | 9,853 | 73 % | | | | |
| **January** | 3,289 | 16 % | 13,855 | 73 % | | | | |
| **February** | 2,276 | 16 % | 10,324 | 72 % | | | | |
| **March** | 3,109 | 15 % | 14,066 | 70 % | | | | |
| **April** | 2,486 | 15 % | 11,731 | 73 % | | | | |
| **May** | 2,929 | 14 % | 13,154 | 64 % | | | | |
| **June** | 778 | 10 % | 2,653 | 33 % | | | | |

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

**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**

**Vanessa M. Harvey, M.Ed.**
**Assistant Principal**

**Lauren Millette, M.Ed., M.C.**
**Director of Guidance**

September 22, 2025

**High School student enrollment, through 9/22/25: 615**
**92 School Choice Students (19 seniors)**
Grade 9 = 135
Grade 10 = 164
Grade 11 = 157
Grade 12 = 150
Grade 13 = 9

10/1/24 enrollment: 604; School Choice: 95

**New Staff:**
Christina Cioffi, Director of Guidance
Brayden Fanti, Paraprofessional
Danya Bichsel, Paraprofessional

**Upcoming Dates:**
10/3 Full Day Department Coordinator Training, UBD/UBL
10/13-18 Homecoming Week
10/18 PSATs

Respectfully submitted,

Michael Cabot Devoll
Principal
Old Rochester Regional High School

**Old Rochester Regional Jr. High School**
**Principal's Report**
**October 2, 2025**

---

**Current Enrollment:**

| | | | |
|---|---|---|---|
| **Grade 7:** | **204** | **Grade 7 School Choice:** | **15** |
| **Grade 8:** | **213** | **Grade 8 School Choice:** | **12** |
| **TOTAL** | **417** | **TOTAL:** | **27** |

**Staff Updates:**
**New Hires:**

| | | | |
|---|---|---|---|
| **Professional Staff:** | **Madeline Major** | **-** | **Special Ed - ISP Program** |
| | **Rebecca White** | **-** | **Special Ed - ISL Program** |
| | **Lauren Nielson** | **-** | **Grade 7 ELA** |
| | **Delaney Schiefen** | **-** | **Music/Chorus Director** |
| | **Vanessa Medeiros** | **-** | **School Social Worker** |
| **Paraprofessionals:** | **Greg Dudek** | | |
| | **Ashleigh Fortin** | | |
| | **Sara Most** | | |
| | **Jared Przybyszewski** | | |

* **New PTSO: First year for a "Parent/Teacher/Student Organization"**

| | |
|---|---|
| **Parent President:** | **Kirsten Jimenez** |
| **Teacher President:** | **Dr. Samantha Enos** |
| **Treasurer** | **Therese Valente** |
| **Parent Representative/Secretary:** | **Johnanne Eilertsen** |

* **Booster Bash Kick-Off beginning the week of September 29th**

* **Grade 8 Vocational School visits taking place Monday, October 27, 2025**

* **ALICE Training/Drill Procedures took place for staff on Wednesday, September 24, 2025 - during Professional Development; 3 different scenarios were rehearsed**

* **Health Screenings will begin the week of November 17, 2025**

**All other information can be found in the weekly SMORE, sent out to Parents/Guardians every Sunday afternoon and can be located on the Jr. High School's website.**

**Respectfully submitted,**
**Silas Coellner, Principal**

READS Collaborative - www.readscollab.org
Quarterly Report Overview - June 2025

- READS Strategic Plan Priorities: 2024 - 2029 (READS Strategic Plan 24 - 29)
    - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
        - READS Collaborative has contracted with CrisisGo for implementation of an emergency system to alert Deaf and Hard of Hearing (DHH) staff and students within the DHH Program starting in August 2025.
        - CrisisGo management system for screening visitors will also be implemented for both of the READS Collaborative school buildings (44 Bedford Street, Middleborough and 399 Old Colony Road, Norton). There will be a CrisisGo visitor check-in screener system set up at both Suite A and B entrances located at 44 Bedford Street, Middleborough and the main entrance at the 399 Old Colony Road, Norton location.
        - READS Academy has notified families and students of the new "No Cell Phone Use Policy" for the beginning of the 25-26 school year. Yondr pouches will be used to allow students to safely secure their cell phones while in their possession. Parents/Guardians were offered an informational question and answer session scheduled for June 11th, 2025.
    - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the development of their Skills in Educating High Needs Students from All Backgrounds
        - Dr. Beth Estrella, Director of District Services, and Mrs. Rebekah Marchilena, DHH Program Director, updated the READS Collaborative Mentoring Program and onboarding process.
    - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
        - The Executive Director has collected a master list of the current curriculum used and current needs for both the READS Academy and DHH Programs.
    - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to ensure that READS is the Preferred Provider for its 20 Member Districts.
        - READS Collaborative has purchased the building located at 399 Old Colony Road, Norton effective June 3rd, 2025 to address DHH Program space needs.
        - Planning for necessary renovations to the building located at 399 Old Colony Road, Norton have already been initiated with implementation beginning immediately after purchase is official.
- Fiscal Update
    - The most recent financial projection update to close out FY25 budget was presented at the June 5th Board meeting. This updated budget includes anticipated one-time expenditures for the renovations needed for 399 Old Colony Road, Norton.
- Legislation/Compliance
    - READS FY25 Annual Report and FY25 Financial Audit were approved by the DESE. Both documents are posted on the website.
    - The Executive Director has begun the application process for the new DHH School building located at 399 Old Colony Road, Norton.
- Programmatic Information
    - Ms. Amy Saraiva was hired as the new READS Academy Program Director effective July 1, 2025, replacing Mrs. Erinn Fauteux who resigned effective June 30th, 2025.
    - Mrs. Kyla Couture was hired as the new READS DHH Program Assistant Director effective July 1, 2025. She is filling a position that has been open since Ms. Shannon Allen resigned in July 2023.
    - READS Academy proudly graduated 9 students from both campuses, Middleboro and West Bridgewater.
    - READS DHH Program proudly graduated 3 students from both campuses, Norton Public Schools and Bristol-Plymouth Regional Technical School.

READS Collaborative - www.readscollab.org
Quarterly Report Overview - September 2025

- READS Strategic Plan Priorities: 2024 - 2029 (READS Strategic Plan 24 - 29)
    - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
        - READS Academy has successfully implemented the new "No Cell Phone Use Policy" for the beginning of the 25-26 school year. Yondr pouches are used to allow students to safely secure their cell phones while in their possession.
    - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the development of their Skills in Educating High Needs Students from All Backgrounds.
        - There were 20 new staff members who participated in the New Staff Orientation Day held on Friday, August 22nd. All new staff, both licensed and support staff, have been assigned a mentor within their respective fields for the school year.
        - Both the Academy and the DHH Program began the school year with all licensed educator positions filled.
    - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
        - An internal posting has gone out to all staff for 3 Curriculum PLC Leader stipend positions. One each for Suite A and Suite B at the Academy and one for the DHH Program.
    - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to ensure that READS is the Preferred Provider for its 20 Member Districts.
        - READS Collaborative entered into a 3-year contract with Norton Public Schools on August 12th as the host district for the READS Collaborative Deaf and Hard of Hearing (DHH) Program ensuring continuity of services and inclusive opportunities for DHH students.
        - The Executive Director provided a half day of professional development to Carver Public Schools and a full day of professional development to East Bridgewater Public Schools.

- Fiscal Update
    - The most recent financial projection update to close out FY25 budget was presented at the June 5th Board meeting. This updated budget includes anticipated one-time expenditures for the renovations needed for 399 Old Colony Road, Norton. The Business Manager will provide a final update on the FY25 budget at the November 6, 2025 Board meeting, including any updates from the new building renovation.

- Legislation/Compliance
    - There are no current updates to report in this area.

- Programmatic Information
    - Both the READS Academy and DHH Programs provided successful ESY programming to their students for 5 weeks during the summer break.
    - Due to delays in acquiring necessary permits earlier in the summer, the DHH Program in collaboration with Norton Public Schools implemented the contingency plan for grades PreK-3 to be provided classroom spaces until the new DHH building completes its current renovations.
    - Mrs. Carrie Smith, Clinical Director for READS Academy Suite A, was selected as the Employee of the Year for FY25.
    - Mr Dylan Mallach, Specialized Educational Assistant for DHH, was selected as recipient for the John Carty "Hidden Heroes Award".

MASSACHUSETTS
Department of Elementary
and Secondary Education
Pedro Martinez | Commissioner

July 14, 2025

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

Re: Office of Public School Monitoring Integrated Monitoring Review Report

Dear Superintendent Nelson:

The Office of Public School Monitoring (PSM) recently conducted an Integrated Monitoring Review (IMR) in your district. During this review, the Department monitored selected special education and civil rights criteria to determine your district's compliance with laws and regulations.

We are pleased to tell you that the Department has found your district to be in compliance with all Group B Universal Standards monitored during the PSM Review, and no corrective action is required at this time.

Enclosed you will find a copy of the Integrated Monitoring Review Report. To access the IMR Report on the Department's website, please visit http://www.doe.mass.edu and select *Security Portal* then *PQA WebMonitoring.* Continue by selecting *Home > PSM Integrated Monitoring Review (IMR) > Proposed Findings/IMR Reports > Integrated Monitoring Review Report (IMR) > View FMR Report*.

In closing, we would like to thank the administration and staff who shared their time and thoughts so generously during the preparation and onsite phases of the review, and we commend you on your commitment and diligence in the areas reviewed. Special thanks are given to Jaime Curley for coordinating this visit for the district. Should you need any additional information or assistance, please do not hesitate to contact Winnie Koko at (781) 338-3736.

Sincerely,

Winnie Koko
Office of Public School Integrated Monitoring Review Chairperson

*Jesee Kihiko*
Jesee Kihiko, Supervisor
Office of Public School Monitoring

cc: Michelle Smith, School Committee Chairperson
Jaime Curley, Local Monitoring Review Coordinator
Amy Paulin, Assistant Director, Office of Public School Monitoring
Vani Rastogi-Kelly, Director, Office of Public School Monitoring

MASSACHUSETTS
Department of Elementary
and Secondary Education

# Old Rochester Regional School District

## INTEGRATED MONITORING REVIEW REPORT
## Office of Public School Monitoring

**For Group B Universal Standards**

**Date of Onsite Visit: May 13, 2025**
**Date of Report: July 14, 2025**

**Department of Elementary and Secondary Education Onsite Team Members:**
**Winnie Koko, Chairperson**
**Henry Ndakalu**

Pedro Martinez
Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**
**INTEGRATED MONITORING REVIEW REPORT**

# Old Rochester Regional School District

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**
**OFFICE OF PUBLIC SCHOOL MONITORING**
**INTEGRATED MONITORING REVIEW REPORT INTRODUCTION**

During the 2024-2025 school year, Old Rochester Regional School District participated in an Integrated Monitoring Review (IMR) conducted by the Department of Elementary and Secondary Education's (DESE or Department) Office of Public School Monitoring (PSM). The purpose of the Integrated Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. **The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

**Components of the Integrated Monitoring Review**

Integrated Monitoring is one of eight components of a state's general supervision system. One aspect of Integrated Monitoring is the Integrated Monitoring Review. Each school district, charter school, vocational school, and virtual school undergoes an Integrated Monitoring Review every three years. The Department's Office of Public School Monitoring (PSM) is responsible for conducting these reviews and works closely with offices throughout the Department including, but not limited to, the Office of Special Education Planning and Policy (SEPP), Problem Resolution System Office (PRS), and the Office of Approved Special Education Schools (OASES) to promote cohesion and collaboration across the Department's general supervision system. As set forth in the diagram above, Integrated Monitoring Review is one of the multilayered, cohesive, and formal processes employed by the Department to examine and evaluate all LEAs' implementation of IDEA with a particular emphasis on educational results, functional outcomes, and compliance.

The monitoring cycle is posted at Integrated Monitoring Review Three Year Cycle.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Focused Standards, which are reviewed if the Department deems appropriate due to concerns with those particular standards. In those circumstances, the identified Focused Standards are assessed in addition to the Universal Standards.

Universal Standards and Focused Standards are aligned with the following regulations:

**Special Education (SE)**

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq* and accompanying regulations at 34 CFR Part 300.
- Massachusetts General Law Chapter 71B, and the Massachusetts Special Education regulations (603 CMR 28.00).

**Civil Rights Methods of Administration and Other General Education Requirements (CR)**

- Specific federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together with select state requirements under M.G.L. c. 76, § 5 and M.G.L. c. 269 §§ 17 through 19.
- Specific requirements from the Massachusetts Physical Restraint regulations (603 CMR 46.00).
- Specific requirements from the Massachusetts Student Learning Time regulations (603 CMR 27.00).
- Specific requirements from the Massachusetts Student Records regulations (603 CMR 23.00).
- Various requirements under other federal and state laws and regulations.

**Integrated Monitoring Review Process:**

**Discovery:** During the Discovery stage, the PSM chairperson analyzes data and information to prepare for the onsite visit. The chairperson also reviews documents submitted by the district/school.

**Engagement:** The Engagement stage of the Integrated Monitoring Review includes all activities conducted onsite and/or virtually through the issuance of the Integrated Monitoring Review Report. Such activities may include record review, interviews, and observations.

**Close-out:** Once the Report is issued, the Close-out stage begins for the schools and districts with any identified findings of noncompliance. The Close-out stage includes the development of the Correction Action Plan and completion of subsequent progress reports to ensure all instances of noncompliance are resolved within one year of the issuance of the Integrated Monitoring Review Report.

**PSM Team:**
Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Report for Integrated Monitoring Reviews:**
The Integrated Monitoring Review Report will be issued within approximately 30 days of the conclusion of the onsite visit.

**Pre-finding Corrections:**
During the Discovery and Engagement stages of the review, PSM staff may find that the district/school violated an IDEA requirement prior to the issuance of a finding in the Integrated Monitoring Review Report. In such cases, PSM staff may implement the pre-finding correction protocol. If PSM staff verify that the identified noncompliance is resolved prior to the issuance of the report, no finding is made. However, a list of any pre-finding corrections will be included in the Integrated Monitoring Review Report. More information regarding the pre-finding correction protocol can be found in the PSM procedures at https://www.doe.mass.edu/psm/procedures.docx.

**Ratings:** In the Integrated Monitoring Review Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," "Not Applicable," and "Prior Noncompliance - Corrective Action Under Review."

The onsite team includes a comment in the Integrated Monitoring Review Report for each criterion that it rates "Commendable," "Partially Implemented," "Not Implemented," or "Prior Noncompliance - Corrective Action Under Review," explaining the basis for the rating.

**Corrective Action:** Where criteria are found "Partially Implemented" or "Not Implemented," a corrective action plan (CAP) is developed to bring those areas into compliance with the relevant statutes and regulations. Department staff work with districts and charter schools on the development of an appropriate CAP.

PSM staff also provide ongoing technical assistance as the school or district is implementing the approved CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Monitoring Report.**

Where criteria are rated "Prior Noncompliance - Corrective Action Under Review," the district/charter school will work with staff from the specific Department office that identified the noncompliance to develop a corrective action plan.

For more information regarding the Integrated Monitoring Review Process, including district and parent resources, please visit < https://www.doe.mass.edu/psm/integrated/default.html>.

## INTEGRATED MONITORING REVIEW DETAILS
## for Old Rochester Regional School District

The Massachusetts Department of Elementary and Secondary Education conducted an Integrated Monitoring Review in Old Rochester Regional School District during the week of May 12, 2025, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

**District Civil Rights Self-Assessment Phase:**

- Review of civil rights documentation for required elements including document uploads.
- Upon completion, the civil rights self-assessment was submitted to the Department for review.

**Discovery Phase:**

- Review of key data points focused on educational results and functional outcomes. For more details regarding the data review, please see the PSM procedures at https://www.doe.mass.edu/psm/procedures.docx.

**Engagement Phase:**

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of special education parent advisory council (SEPAC) representatives and other telephone interviews, as requested by other parents or members of the general public.
- Review of additional documents for special education and civil rights.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

The Integrated Monitoring Review Report typically includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as for criteria receiving a rating of "Partially Implemented," "Not Implemented," "Implementation in Progress", or "Prior Noncompliance - Corrective Action Under Review." (Refer to the "Definition of Compliance Ratings" section of the report.) Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." **Therefore, the district will not receive a report that includes ratings and findings, as the team found the district to be in compliance with all criteria reviewed.**

## DEFINITION OF COMPLIANCE RATINGS

| | |
|---|---|
| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
| **Implemented** | The requirement is substantially met in all important aspects. |
| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
| **Not Implemented** | The requirement is totally or substantially not met. |
| **Prior Noncompliance - Corrective Action Under Review** | A finding of noncompliance was made by another office in the Department and the school/district is currently undergoing corrective action activities. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

# Old Rochester Regional School District

## SUMMARY OF COMPLIANCE CRITERIA RATINGS

| | Universal Standards Special Education | Universal Standards Civil Rights and Other General Education Requirements |
|---|---|---|
| **IMPLEMENTED** | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY IMPLEMENTED** | None | |
| **NOT IMPLEMENTED** | None | |
| **NOT APPLICABLE** | None | |

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>.

This Integrated Monitoring Review Final Report is also available at:
https://www.doe.mass.edu/psm/tfm/reports/.
Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at
http://profiles.doe.mass.edu/.

WBMS Final Report **07/14/2025**

| | |
|---|---|
| File Name: | Old Rochester Regional School District |
| Last Revised on: | 07/14/2025 |
| Prepared by: | JK/WK/AP |