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

January 15, 2026 at 6:00 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. Recognition
Representative Sylvia will be present to offer a citation to the Unified Sports Program in recognition of ORR's National Unified Champion School status.

III. Approval of Minutes (VOTE)
That the School Committee review for approval the following minute(s)
- **a. Regular Session Minutes: November 20 and December 15, 2025**
- **b. Executive Session Minutes: November 20 and December 15, 2025**
- **c. Budget Subcommittee Minutes: November 20, 2025**

IV. General
- **a. Approval of Fundraiser(s) (VOTE)**
  That the School Committee hear a presentation from ORRJHS PTSO and students regarding potential fundraisers of a Valentine chocolate sale and a food truck festival.
- **b. Southeastern Massachusetts Educational Collaborative Policy Amendment (VOTE)**
  That the School Committee review a proposed amendment to the Southeastern Massachusetts Educational Collaborative's (SMEC) Capital Reserve Account policy.
- **c. Approval of Foreign Travel (VOTE)**
  That the School Committee review a trip to Australia in February 2027 for ORR High School students.
- **d. Approval of Request for Funding (VOTE)**
  That the School Committee review a request from Athletic Director Chris Carrig to expend funds from the ORR Athletics Advertising account per policy KHB.
- **e. Approval of High School Program of Studies Changes (VOTE)**
  That the School Committee review an update from administration about the High School Program of Studies for 2026-2027.
- **f. Acushnet Public Schools Update**
  That the School Committee hear an update from administration on the current state of discussions regarding a potential tuition agreement with the Acushnet Public Schools.
- **g. FY2027 Budget Update**
  That the School Committee hear an update from administration.
- **h. FY2027 Initial School Choice Discussion**
  That the School Committee discuss school choice for the 2026-2027 school year.
- **i. Gateway Health Group Update**
  That the School Committee hear an update from administration.

j. Approval of Grant(s) (VOTE)

That the School Committee review the following grant(s):

- $1,000 from Cape Cod 5 for Elizabeth Kennedy and the Touch-a-Truck 2026 event.
- $2,700 from the Feinstein Foundation for ORRJHS for participating in the JR. Scholar Pantry and Jr. Scholar Kindness Tree programs.
- $75,000 Fund Code 0419 Innovation Career Pathways Implementation and Support Grant for ORRHS.
- $30,000 Fund Code 2517 Fair Share Earmarks Grant for ORRHS.

k. Approval of Donation(s) (VOTE)

That the School Committee review the following donation(s):

- $200 from the ORRJHS PTSO for the early opening fee at Level 99 – a Grade 8 Green Team field trip that took place on November 25th.

V. 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 November 12, 21, 25, 26, 27, December 4, 5,10, 11, 18, 30, 31, 2025 and January 5 and 6, 2026.

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. Jessica Gomes was hired as a payroll specialist in Central Office.

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. View the High School's most recent newsletter to families here. View the Junior High School's most recent newsletter to families here.

d. Student Advisory Council Report

That the School Committee hear an update from student representatives.

VI. 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. SMEC
i. MASC
j. Superintendent's Goals Subcommittee

VII. Information and Future Agenda Items

a. Information

i. 2026-2027 School Calendar Draft
ii. SMEC Annual Report FY2025
iii. SMEC Audit Report FY2025

b. Timeline

i. Next ORR School Committee: March 26, 2026
ii. Next Joint School Committee: January 29, 2026

c. Future Agenda Items

i. Initial Budget Review (January)
ii. School Choice Public Hearing (March)
iii. Health Unit Application (March)
iv. Budget Public Hearing (March)
v. Approval of Leases (April)
vi. School Committee Reorganization (June)
vii. School Improvement Plan Approval (June)
viii. Student Handbook Approval (June)

District-wide news is available on our website: https://www.oldrochester.org/district/news
District-wide events are available on our website: https://www.oldrochester.org/district-calendar
The 2025-2026 school calendar is available on our website: https://tinyurl.com/239tr9xa

VIII. Public Comment

Public comment is governed by approved school committee policy.

IX. Executive Session (VOTE)

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.

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

Meeting Minutes

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

November 20, 2025 at 6:00 p.m.

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

Members Absent: Betsy Stewart

Others Present: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Shari Fedorowicz, Assistant Superintendent of Teaching and Learning; 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 6:04pm by Chairperson Smith. Chairperson Smith 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. Chairperson Smith 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. Recognition

The School Committee recognized the Golf Team for their recent MIAA Division 3 State Championship.

III. Approval of Minutes

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

a. Regular Session Minutes: September 25 and October 2, 2025

Motion to approve the regular meeting minutes of September 25 and October 2, 2025 as presented by April Nye
Seconded by Margaret McSweeny
Motion Carried (7-0-1)
Roll Call: Smith (yes), Kearns (abstain), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

b. Executive Session Minutes: September 25, 2025

(Held for executive session)

IV. General

a. Approval of Foreign Travel

That the School Committee review a trip to Japan in June 2027 for ORR Junior High School students. ORRJHS faculty member Nichole Charbonneau shared plans to travel to Japan in 2027. Mr. Coellner explained that fundraising will take place to assist students that want to attend. Ms. Charbonneau added that scholarships are also available through Educational Tours. Please see appendix A.
Motion to approve the ORRJHS trip to Japan as presented by April Nye
Seconded by Margaret McSweeny
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

b. Approval of Donation(s)

That the School Committee review the following donations;

- $1,526.22 from Shutterfly for ORR JHS student pictures.
- A tuba from Friends of Old Rochester Music to the ORR JHS Music Program.

- All donations related to the Tri-Town Senior Citizen Thanksgiving Dinner at ORR JHS such as monetary donations ($750), food/paper goods, apple cider, store bought apple pies, gift Cards and/or other items for door prizes and fall/festive decorations. These donations from staff and community members along with Kenny's Farm Stand and Shaw's Supermarket.
- Up to $2,000 from the ORR JHS Parent Teacher Student Organization for the Tri-Town Senior Citizen Thanksgiving Dinner.
- All donations related to the Day of Service at ORRHS such as monetary donations, gifts cards to Walmart, Amazon, etc., paint, craft and baking supplies.

  Superintendent Nelson reviewed the above list. Mr. Coellner requested the amount from the ORRJHS Parent Teacher Student Organization be amended to up to $3,000 because more donations were received early today.

  Motion to approve all of the donations as presented with the JHS PTSO amount being amended to up to $3,000 by April Nye

  Seconded by Margaret McSweeny

  Motion Carried (8-0)

  Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

c. Approval of Grant(s)

That the School Committee review the following grants;

- $870 from the Mattapoisett Land Trust to Elizabeth Kennedy for a trip to Silverbrook Farm.
- $5,000 for DESE for Fund Code 0453: Strengthening Career and Technical Education.
- $500 mini-grant from the Plymouth County District Attorney's Office Community Reinvestment Funds for the ORRJHS Tri-Town Senior Citizen Thanksgiving Dinner.
- $1,000 from the Feinstein Foundation to ORR JHS.
- $30,000 for DESE Fund Code 0710: MA Farming Reinforces Education and Student Health (MA FRESH) Competitive Grant.

  Superintendent Nelson reviewed all of the above grants.

  Motion to approve all of the grants mentioned as presented by April Nye

  Seconded by Margaret McSweeny

  Motion Carried (8-0)

  Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

d. Advertising Report

That the School Committee hear an update from administration on advertising in the schools.

Superintendent Nelson explained that per policy KHB-R Advertising in Schools Procedures, he must report to the School Committee at least annually on all of the advertising in the schools. At this time, there are a few advertisements in the High School yearbook, but they are handled by Jostin's, the yearbook vendor. The only other advertising on campus is organized by the Athletics Department at the High School. He reminded the School Committee that windscreen advertising was promoted last year upon their approval and $16,000 was collected during the 2024-2025 school year. For the current school year, $23,300 is the minimum anticipated from renewals and new advertisers with windscreens. The expenditures, as approved already by the School Committee, were for the signs, a portable scoreboard and sideline protector mats. He thanked the sponsors that have advertised and supported our athletic programs.

e. MCAS Presentation

That the School Committee hear a presentation from administration.

The MCAS presentation took place at the end of the general section.

Dr. Fedorowicz and Principal Coellner presented the MCAS results from spring 2025, including the highlights and action steps for the High School and Junior High School. Please see appendix B.

Ms. Kearns inquired about the science scores in grade 8. Dr. Fedorowicz explained that students are tested on knowledge from grades 6 through 8 on this exam. Mr. Coellner explained that the majority of questions the students struggled with were related to earth and space science which is a 6th grade topic so

work will be done. Ms. McSweeny recommended the School Committee and administration review the District Analysis and Review Tools (DARTs) through DESE which she learned about at the MASC conference. It provides a valuable way to compare data with districts similar to ORR rather than just against the state-wide averages.

f. Old Rochester Regional High School Athletic Field Project Update

That the School Committee hear an update from administration on the current state of the ORRHS Athletic Field Project.

Superintendent Nelson provided an update on the athletic field project which utilizes earmarked funds from former Representative Strauss and must be expended by the end of this school year.

He shared an overview:

- Upgrading our athletic fields will enhance community engagement, encourage student participation in sports and fitness, and strengthen pride in our school and facilities.
- Fieldworks Landscape Design Studio (correction, presentation incorrectly said Activitas) will oversee the entire project, including design, procurement, permitting, on-site supervision and more.
- The project was separated into five tasks. Local company, Yard Boss, of Mattapoisett, was awarded after completing the procurement process.
- The fields will be unavailable for school and community use from winter 2025 through winter 2027.

He also shared a timeline:

- Task #1: Well drilling for irrigation supply (fall and winter 2025)
- Task #2: Irrigation well pump and electrical supply (fall and winter 2025)
- Task #3: Irrigation system (winter and spring 2026)
- Task #4: Softball skinned infield reconstruction (winter and spring 2026)
- Task #5: Athletic outfield natural grass renovation (spring 2026)

Superintendent Nelson added that one other company did submit a bid but was disqualified for not meeting the requirements of the procurement process. Mr. Barber added that they are being mindful of any additional costs that will exceed the earmark funds and will likely need to utilize $100,000 - $150,000 from the District's capital reserve account.

Motion to support the ORRHS Athletic Field Project including accessing the capital reserve account as presented by April Nye

Seconded by Frances-Feliz Kearns

Motion Carried (8-0)

Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

g. Acushnet Public Schools Update

That the School Committee hear an update from administration on the current state of discussions regarding a potential tuition agreement with the Acushnet Public Schools.

Superintendent Nelson reminded the School Committee as discussed at an earlier meeting this school year that Acushnet Public Schools has contracts for their students to attend High School with New Bedford and Fairhaven which are expiring at the conclusion of this school year. He explained since ORR has been a long-standing school choice district, it felt like a good fit to potentially become a District for Acushnet high school students to attend. There has been discussion about this for a few years but this is the year they must negotiate. In August, ORR administrators presented to the Acushnet School Committee. In October, Superintendent Nelson and Mr. Barber met with Acushnet administration to discuss a potential partnership. In November, ORRHS hosted multiple tours for Acushnet teams which includes their School Committee members and administrators. In December, Superintendent Nelson anticipates the Acushnet School Committee will vote to formally negotiate contracts. He added that Ms. Nye and former member Jason Chisholm participated in initial discussions a few years ago. He is hoping for School Committee to authorize conversations for formal negotiations in the event that Acushnet School Committee votes in favor of ORR as an option.

Mr. Pires asked how many kids could attend ORR. Superintendent Nelson explained as he understands they are about 120 students that begin high school each year, but about half attend Old Colony Regional

Vocational Technical High School. The majority of the remaining have historically attended Fairhaven High School. It would depend on what options Acushnet students have, and the amount could be part of negotiations. The ORR School Committee could decide to adjust school choice openings accordingly. Superintendent Nelson added that any final agreement would be presented to the ORR School Committee for approval.
Motion to authorize the administration to have formal conversations with Acushnet Public Schools and authorize Ms. April Nye to join in the negotiations by James Muse
Seconded by Frances-Feliz Kearns
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

h. Reorganization
That the School Committee reorganize for the 2025-2026 school year.
Superintendent Nelson explained that he would take nominations for Chairperson.

April Nye nominated Michelle Smith as Chairperson.
James Muse seconded the nomination.
No other nominations were made for Chairperson.
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

Next, Michelle Smith nominated April Nye as Vice-Chairperson.
Robin Rounseville seconded the nomination.
No other nominations were made for Vice-Chairperson.
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

The committee discussed the remainder of the list. Changes are reflected below

Treasurer	Christina Gagnon
School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox
Budget Subcommittee	James Muse Michelle Smith Matthew Monteiro (Alt. Robin Rounseville)
Educational Council	~~Frances-Feliz Kearns~~ Betsy Stewart Michelle Smith Joseph Pires
Sole Signatory	James Muse
SMEC	~~VACANT~~ Betsy Stewart
Sick Leave Bank	~~VACANT~~ Betsy Stewart April Nye Joseph Pires
School Physician	Dr. Reynolds/Dr. Mendes
PCC	Michael S. Nelson

Sick Leave Bank (Dist. Wide Non-Union Employees)	~~VACANT~~ April Nye
Standing Committee on Graduation Requirements	Entire Committee
Policy Review	Joseph Pires Frances-Feliz Kearns Margaret McSweeny
MASC Delegate/Legislative Liaison	Matthew Monteiro
Tri-Town Education Foundation Fund	Margaret McSweeny
Town Relations	James Muse Michelle Smith Joseph Pires
Superintendent's Goals Subcommittee	Matthew Monteiro Michelle Smith James Muse
Facilities Subcommittee	April Nye Frances-Feliz Kearns Joseph Pires
Equity Subcommittee	Frances-Feliz Kearns Margaret McSweeny Matthew Monteiro
District Wellness Committee	~~Matthew Monteiro~~ Betsy Stewart

Motion to approve the changes to the 2025-2026 Subcommittee List as discussed James Muse
Seconded by April Nye
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

V. Administrative and School Committee Reports

a. Chairperson Report

Chairperson Smith shared the following: *As I reflect on the school year, I'm genuinely grateful for the people who make Old Rochester Regional such a special place. I want to thank our teachers and staff for the care and dedication they bring to our students every single day. I also want to express my deep appreciation for our superintendent, our building administrators, and our central office team. Their leadership, guidance, and steady support are at the heart of so much of what makes our district strong. To our students, I want to thank you for your resilience, your curiosity, and the incredible energy you bring into our schools. These qualities don't just inspire me, they move me, and they deeply inspire every member of our School Committee. You are our why. You are the reason we show up, the reason we work hard, and the reason we push ourselves to make the best decisions we can. Every effort we make is because we believe in you and in the future you're building. And to our families and community partners, your support and trust mean more than I can say. I'm truly thankful to be part of this community and to work alongside people who care so deeply about our schools. Together, we've faced challenges, celebrated successes, and continued to move forward with a shared purpose. As we look ahead, I invite each of you to take a moment and reflect on your why. What brings you here, what drives you, and what inspires you to be part of this community. Your why matters, and together, our collective purpose is what makes this district strong.*

b. Central Office Reports

i. Superintendent
Superintendent Nelson highlighted his most recent Newsletter including the Golf champions, learning walks taking place and the Unified vs Tri-Town Police basketball game which took place earlier this week and raised over $4,000 for Unified Sports at ORR.

ii. Teaching & Learning
Dr. Fedorowicz highlighted the professional development day which took place on November 10th and Project 351 workshops. She added that the ORRHS Drama show is this weekend.

iii. Student Services
Superintendent Nelson shared on behalf of Dr. Curley that SEPAC held a Basic Rights Workshop on October 15th. ORRJHS & ORRHS met on November 10th with BIRCh Center to review the preliminary findings from the audit from last year and developed an action plan. The academic site visits have occurred in all of our buildings. Dr. Curley will meet with Mr. Thurston on December 2nd to review preliminary findings and develop an action plan.

iv. Business Office
Mr. Barber reviewed the current FY2026 Financial Report of obligations paid or encumbered to date. The Old Rochester Regional School District's approved 2026 Fiscal Year budget has $1,183,875 available of the general funds. These amounts are based on the total $21,948,468 appropriated to the Old Rochester Regional School District. Mr. Barber also reviewed the Record of Warrant(s) as signed by the sole signatory for September 30, October 2, 3, 8, 15, 29, 30, November 5, 6, 7 and 13, 2025.

v. Facilities
Mr. Barber shared the following on behalf of Mr. Jones, Facilities Director:
- Contract awarded for athletic fields renovation.
- Replaced floor surface in main High School elevator.
- Prepared all ground support equipment for winter operations.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

vi. Food Service
Mr. Barber shared the following on behalf of Ms. Henesey, Food Service Director:
- 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.
- ORRSD recently shared information, to our school community, on resources to support families in need of additional food assistance. Resources can be found at ORRschoolmeals.com
- Café staff are gearing up for the Tri-Town Thanksgiving Banquet.
- The Food service team participated in a full day of professional development training on 08/26.
- Bulldog Café is looking for cafeteria help: long-term substitute and on-call substitute. If you are looking for a flexible and rewarding part time job – this may be the opportunity for you. Contact Jill Henesey for more details.

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. View the High School's most recent newsletter to families here. View the Junior High School's most recent newsletter to families here.

Ms. Millette shared the following on behalf of Mr. Devoll.
High School student enrollment, through 9/22/25: 610, 92 School Choice Students
Golf Wins State Title!
Congratulations to our Golf team for winning the MIAA Division 3 State Championship. She added that Golf Team will be heading to Pinehurst for Nationals.
Murder Mystery at the Murder Mystery
ORRHS Drama Club presents, *Murder Mystery at the Murder Mystery*. The show will be running from 11/20-11/23.
Day of Service, 11/26

On Wednesday, November 26th, from 8:00–11:30 a.m., ORRHS's students and staff will be participating in our 2nd Annual Community Service Learning Day. Our Community Service Learning Day is a morning dedicated to giving back and supporting local organizations. These opportunities connect our students with meaningful service in the community.
Upcoming Dates:
11/20-23 ORRHS Drama Club's *Murder Mystery at the Murder Mystery*
11/26 Half Day
11/26 ORRHS Day of Service
12/1 Winter Sports Begin
12/4 Delayed Start
12/10 Winter Concert
12/12 Music Department Field Trip; Faneuil Hall
12/23 Early Dismissal

On behalf of Mr. Devoll, Superintendent Nelson reported that per the contract with the ORPEA, four classes are oversubscribed at ORRHS. He also added that the ORR Alumni group has started offering grant opportunities to JHS and HS staff.

Principal Coellner shared the following:
Current Enrollment:
Grade 7: 205 Grade 7 School Choice: 15
Grade 8: 215 Grade 8 School Choice: 12
TOTAL 420 TOTAL: 27

- First successful Booster Bash Fundraiser, in collaboration with staff and JHS PTSO - raised $23,133.00 - 96% of donations retained!
- 32nd Tri-Town Senior Citizen Thanksgiving Dinner taking place on Sunday, 11/23/25 - doors open at 11:15 - dinner served at 12:00 noon
- Open Architect Training took place for all Professional Staff
- DESMOS Training took place on November 14, 20205 for all regular education Math Teachers - 2nd training will take place on December 10, 2025
- JHS students attended first Project 351 Workshop at the High School
- Project 351 Ambassadors for the JHS were chosen by staff or town representation:
    - Elliot Jacobsen - Town of Mattapoisett
    - Delaney Vieira - Town of Rochester
    - Lilah Silveira - Town of Marion
- Quarterly - Students of the Month:
    - Grade 7 Red Team - Emelia Marmelo & Eli Linane
    - Grade 7 Blue Team - Penelope Conley & Charles Whinnem
    - Grade 8 Orange Team - Harper Osetkowski & Manuel Palomo
    - Grade 8 Green Team - Madison Ferreira & Dominic Philie
    - Exploratory Team - Olivia Carillo & Elias Giron

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.

d. Student Advisory Council Report
That the School Committee hear an update from student representatives.
There was no report as the student was not available to attend this meeting.

VI. School Committee Reports

a. Budget Subcommittee - Mr. Muse reported they met earlier today for a brief overview of the process and what to expect in the coming months.
b. Equity Subcommittee – Ms. Kearns reported they meet on January 29th.
c. Facilities Subcommittee - Ms. Nye reported they met on Tuesday regarding the athletic field project as discussed earlier this evening.
d. Policy Subcommittee – Ms. McSweeny reported they met on October 9th to review and approve the Middle School Pathways policy and their next meeting is January 15th.

e. District Wellness Committee – Superintendent Nelson shared their next meeting is in December and the Mattapoisett public health nurse has expressed interest in joining.
f. Local School Committee – Ms. Smith reported that Marion met on October 30th to approve donations and policy revisions presented by SMEC. Mr. Muse highlighted that along with the other districts Mattapoisett has great faculty and staff that go above and beyond, like Ms. Samost recently inviting author David Kelly to OHS to meet with students. Ms. Rounseville reported Rochester met on November 6th and reviewed MCAS results.
g. Tri-Town Education Foundation Fund – Ms. McSweeny reported they met yesterday for the annual meeting. The first in a series of press releases about grants supported by the foundation went out this week. They will be hosting a fundraising event in early May, more details to come.
h. Early Childhood Council – no report
i. SMEC – Ms. Smith reported their next meeting is November 24th.
j. MASC – Mr. Monteiro reported that he was able to attend the MASC conference earlier this month and learned about possible assistance from MSBA for facilities repairs which he shared with administration. He also attended the legislative update and discussed advocacy work in the spending formula for the state.
k. Superintendent's Goals Subcommittee – no report

VII. Information and Future Agenda Items

a. Timeline

i. Next ORR School Committee: January 15, 2026
ii. Next Joint School Committee: January 29, 2026

b. Future Agenda Items

i. Initial Budget Review (January)
ii. School Choice Public Hearing (January)
iii. Health Unit Application (February)
iv. Budget Public Hearing (March)
v. Approval of Leases (April)
vi. School Committee Reorganization (June)
vii. School Improvement Plan Approval (June)
viii. 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

VIII. Public Comment

Public comment is governed by approved School Committee policy.
Dr. Colin Everett of Mattapoisett acknowledged American Education Week and celebrating the support staff in the schools tomorrow. He thanked the School Committee members that signed on the letter to Maura Healy regarding the chapter 70 formula. He shared that as the committee is aware, health insurance premiums have increased over 60% for retirees.

Superintendent Nelson thanked Dr. Everett for his comments and reiterated to the school community to take any advocacy opportunities they can related to the Chapter 70 formula as work needs to be done to support schools in the state as the District heads into what will likely be a challenging budget season again.

IX. Executive Session

That the School Committee enter into executive session for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.
Motion to enter into executive session at 7:46pm for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements, only to return to adjourn by James Muse.
Seconded by Robin Rounseville

Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes

Motion to return from executive session at 8:38pm to regular session only to adjourn by James Muse
Seconded by April Nye
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes

X. Adjournment

Motion to adjourn at 8:39pm by James Muse
Seconded by Frances-Feliz Kearns
Motion Carried (8-0)
Roll Call: Smith (yes), Kearns (yes), McSweeny (yes), Monteiro (yes), Muse (yes), Nye (yes), Pires (yes), Rounseville (yes)

Meeting Resources
Agenda
September 25, 2025 Minutes Draft
October 2, 2025 Minutes Draft
EF Tour to Japan Brochure
Shutterfly donation
Tuba donation
JHS Thanksgiving Dinner donations
Day of Service donations
Mattapoisett Land Trust Grant
Fund Code 0453 Grant
DA's Office Community Reinvestment Grant
Feinstein Foundation Grant
Fund Code 0170 FRESH Grant
KHB-R Advertising in Schools Procedures
Advertising Report
MCAS Presentation
Athletic Field Project Update
Athletic Field Project Tasks
Acushnet Schedules
Subcommittee List 2526 Draft
Superintendent's Newsletter
FY26 Financial Memo
FY26 Financial Report
Principal's Report – HS
Principal's Report - JHS

EDUCATIONAL TOURS

Middle School: Explore Japan Global Travel Program Proposal



Your partner in travel-based learning



Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

pg. 2 Learning outcomes
pg. 4 Academic credit & professional learning
pg. 5 Building equitable travel programs
pg. 6 Managing cost & payments
pg. 7 Safety
pg. 9 Protection for travelers, schools & districts
pg. 11 Travel logistics
pg. 13 Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

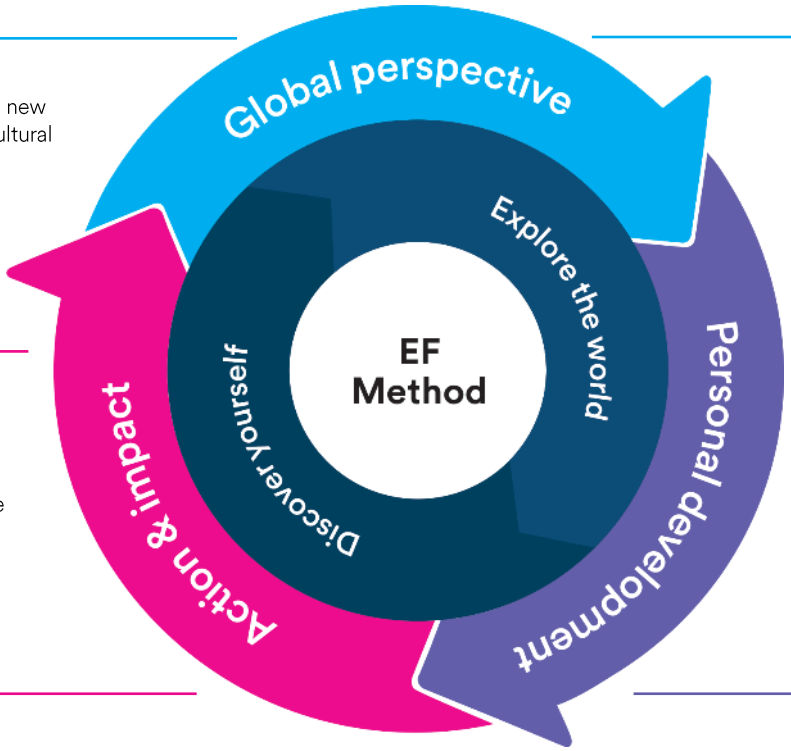
EF students build essential skills in these key growth areas:

Cultural awareness

Changing your context creates new experiences that build cross-cultural knowledge and skills

Growth mindset

Broadening your worldview helps you become more curious, open, and adaptable; you embrace becoming a lifelong learner



Collaboration

You develop the interpersonal skills to flourish in multicultural teams: to find new and better solutions, take action, and have real impact

Self-awareness

Connecting with others in meaningful ways reflects your own biases and beliefs back to you, leading to a change of mindset

Communication

You connect with others more deeply by listening, empathizing, and appreciating—then sharing your own point of view

Agency

Knowing yourself helps you decide who you want to be and the mark you want to make—and enables you to become a better advocate for your dreams

Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.

Academic credit for students

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays, further enriching their travel experiences.

- Students in grades 6–12 can earn half an elective high school credit by successfully completing the final project that's part of EF's Personalized Learning Guide. Tuition is free.

- Students in grades 9–12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just $360.

Professional learning for educators

We're equally invested in giving educators professional development opportunities that will change their lives. Experiencing an EF tour allows your teaching staff to grow in countless ways and equips them with fresh perspectives to bring back to their classrooms.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour.

- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course, "Cultures, Comparisons & Connections." This includes pre-tour research and coursework.

- Group Leaders can earn **3 or 6 graduate-level credits** ($360/$720) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.

To learn more about EF's educational philosophy, visit **eftours.com/education**

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2025

London, Paris & Rome (Summer)
Japan: Land of the Rising Sun (Summer)

2026

Belize: Conservation from Ridge to Reef (Spring)
Greece & Italy (Summer)
Culture & Service in Thailand (Summer)

2027

Costa Rican Explorer (Spring)
Language Immersion through Spain (Summer)
Marine Conservation in the Dominican Republic (Summer)

Travel programs in your region

There are many other districts in your region that have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences.

Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only $95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.



Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards $100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our **$50 million General Liability Policy**, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.



Peace of Mind Program

Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 59 days prior to departure for any reason, including terrorism or other world events.

Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION
Available to all travelers
Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS
Available to all travelers
This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Tour Price Quote

Middle School: Explore Japan

Prepared For	Prepared On
Nichole Charbonneau	October 7, 2025

Your Tour Number	Your Tour Website
2970731UT	www.eftours.com/2970731UT

Lowest Price

Price valid for travelers enrolled October 7, 2025 - October 31, 2025*

Student	Adult
$6,409	***$7,319***
or $333 / 19 mos	or $381 / 19 mos

Price Breakdown

Program Price	$5,619
Global Travel Protection	$190
2 Day Stay Ahead: Kansai region - Kansai region (Hiroshima)	
Early Enrollment Discount	-$200 $800

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit eftours.com/bc.

Your travel details

OPENING THE WORLD THROUGH EDUCATION — 50 YEARS OF EXPERIENCE — ESTABLISHED IN 1965

Total Length
11 days

Departing From
Boston (MA)

Requested Travel Dates
Tuesday, June 8, 2027 - Friday, June 18, 2027

Your Departure Date Range

Earliest	Requested	Latest
Sat. Jun. 5	Tue. Jun. 8	Fri. Jun. 11

Your experience includes

An All-Inclusive Tour
Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/2970731UT.

Full-time Tour Director
Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides
Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support
Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Continuous Support
Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence
EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service
Travelers and their families can count on EF's dedicated emergency service team.

Peace of Mind Program
Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Tokyo and Kansai region, Japan

Hotels are generally business-style with modern amenities like elevators, air-conditioning, and television, but the rooms are often small. Some groups may stay at a hotel that echoes the traditional inn called a ryokan. When staying in a ryokan, students under the age of 20 will share rooms with around five or six people of the same gender. The most common power outlets in Japan are type A and type B with a standard voltage of 100V.

Urban Hotel Kyoto Shijo Premium
https://uh-urban.com/shijo/
Address: 272-6 Shijohorikawa-cho, Shijo-sagaru, Horikawa-dori, Shimogyo-ku, Kyoto

OSAKA VIEW HOTEL HONMACHI
https://www.viewhotels.jp/osaka/
Address: 4-5-2 Honmachi Chuo-ku Osaka-city

Hotel IL Fiore Kasai
http://www.hotelilfiore.com/en/
Address: Higashi Kasai 6-5-8 Edogawa-ku, Tokyo

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

Japan: Sample Meals

Rice, soup or salad, hamburger, chicken, vegetables, mushrooms, tofu, noodles, tempura vegetables, mushrooms, shrimp, fish, potatoes, eggplant and rice, beef, seafood, tofu, rice and soup

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

My name is Kelly Coberley and I'm the dedicated Tour Consultant for Old Rochester Regional Junior High School. I'll be working closely with your Group Leader, Nichole Charbonneau, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Kelly Coberley
Senior Tour Consultant
kelly.coberley@ef.com

“

Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator







ORRJHS/ORRHS MCAS Data Presentation

ORR School Committee 2025

MCAS Achievement Levels for Next-Generation:

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

Student Growth Percentiles (SGP) and How Are They Calculated

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

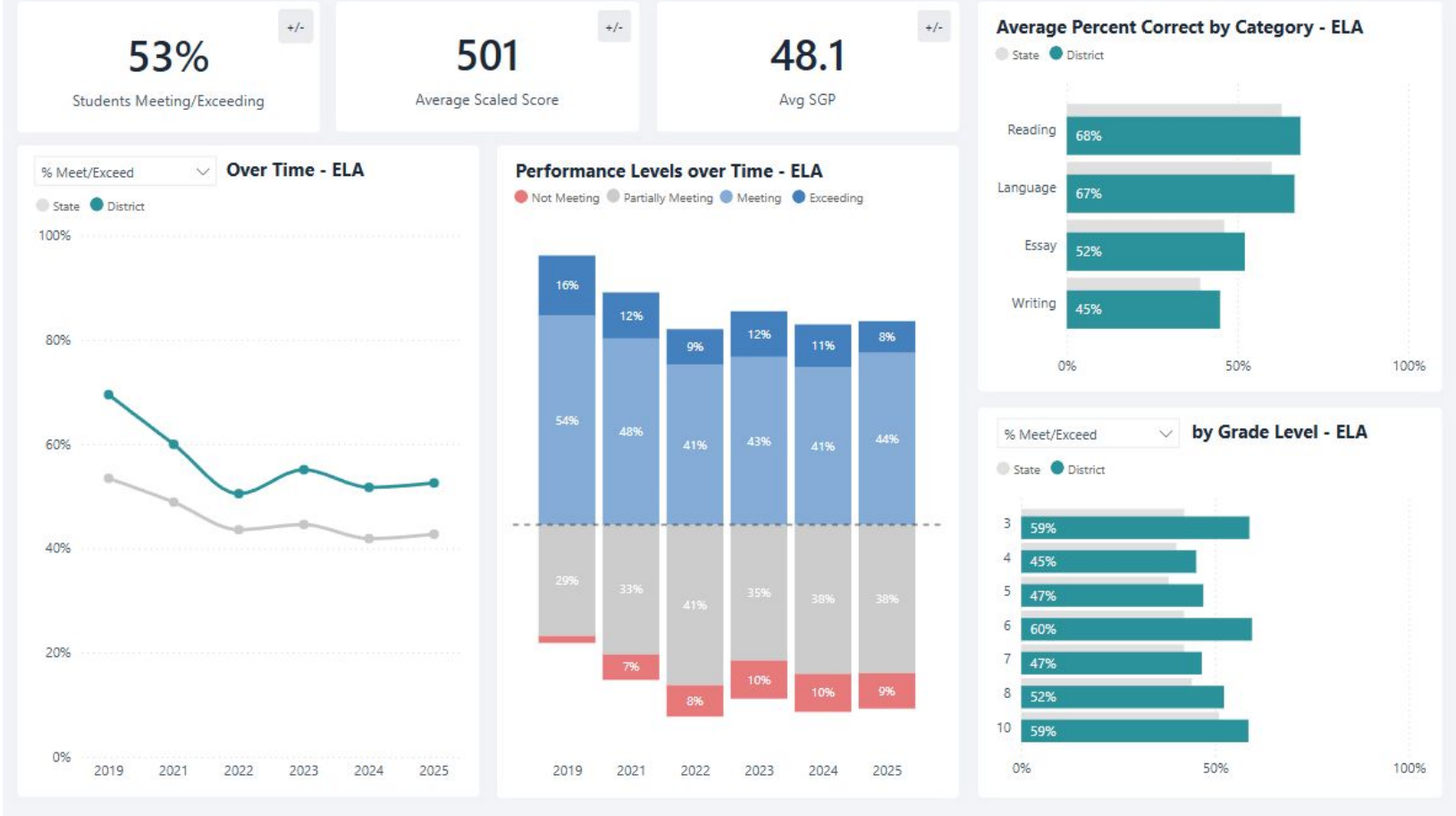
SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP.

Overall Statewide Data Trends

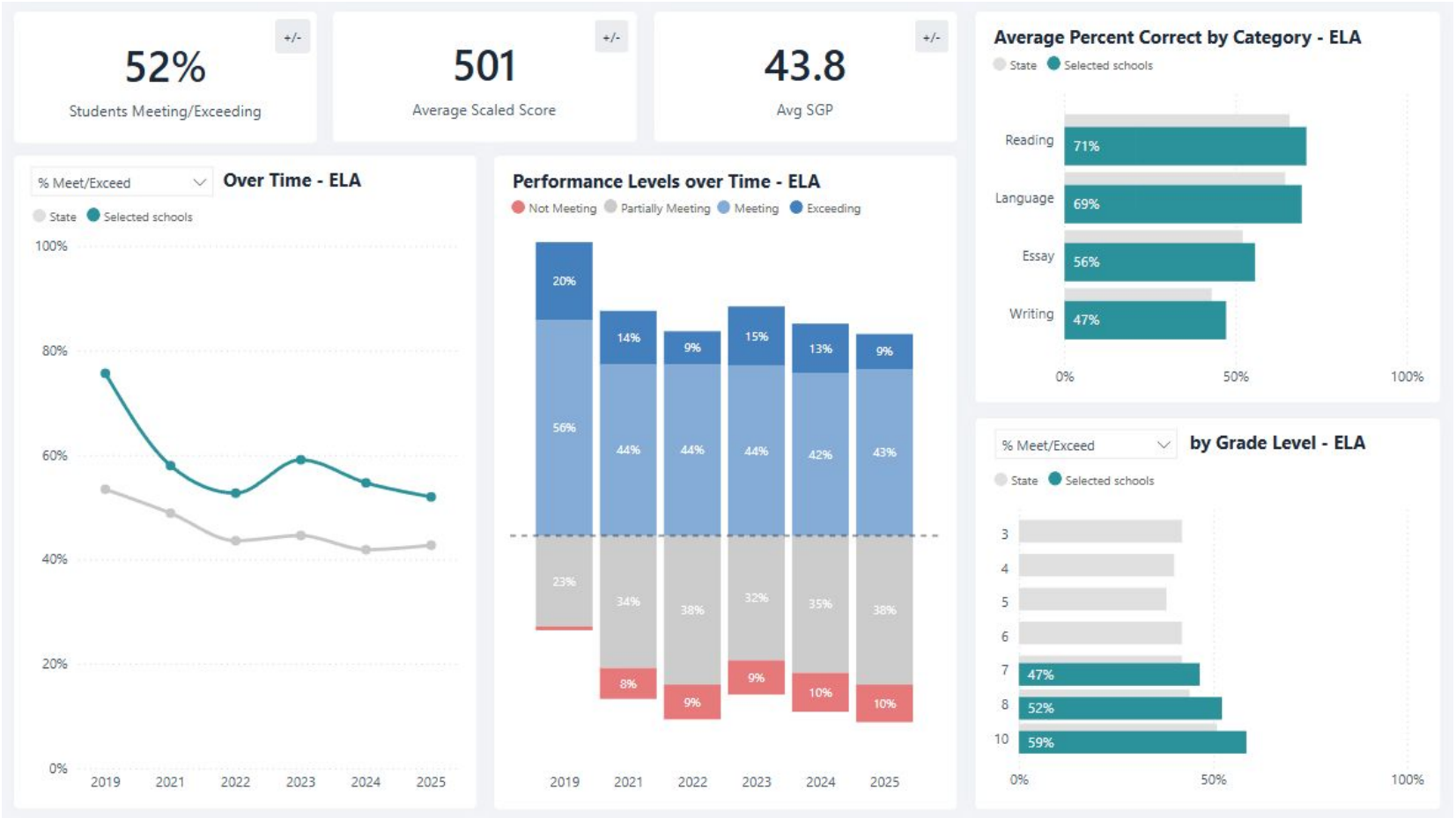
Statewide trend: Overall statewide 2025 MCAS results and trends show:

- ELA scores 3-8 had a slight increase in ELA achievement across compared to 2024 (+3), but still -10 from pre-pandemic 2019 scores. High School showed a -6 from 2024 and -10 from 2019
- Math scores 3-8 showed no improvement (0) from 2024 with a -8 from pre-pandemic 2019 scores, and High School showed a -3 from 2024 and -14 from pre-pandemic 2019
- Science (STE) results grades 5 and 8 showed no improvement (0) from 2024 and -6 from pre-pandemic 2019; high school and a decline in grade 10 (-3) from 2024 (the STE test was N/A from 2019 due to the change in type of MCAS test provided)
- ORR:
    - ELA 7-10 exceeded the state by 10%
    - Math 7-10 exceeded the state by 3%
    - Science exceeded the state by 4%
- The State is comparing Recovery from 2019 to 2025 MCAS
- This is the first year the MA Question 2 took place for the high school

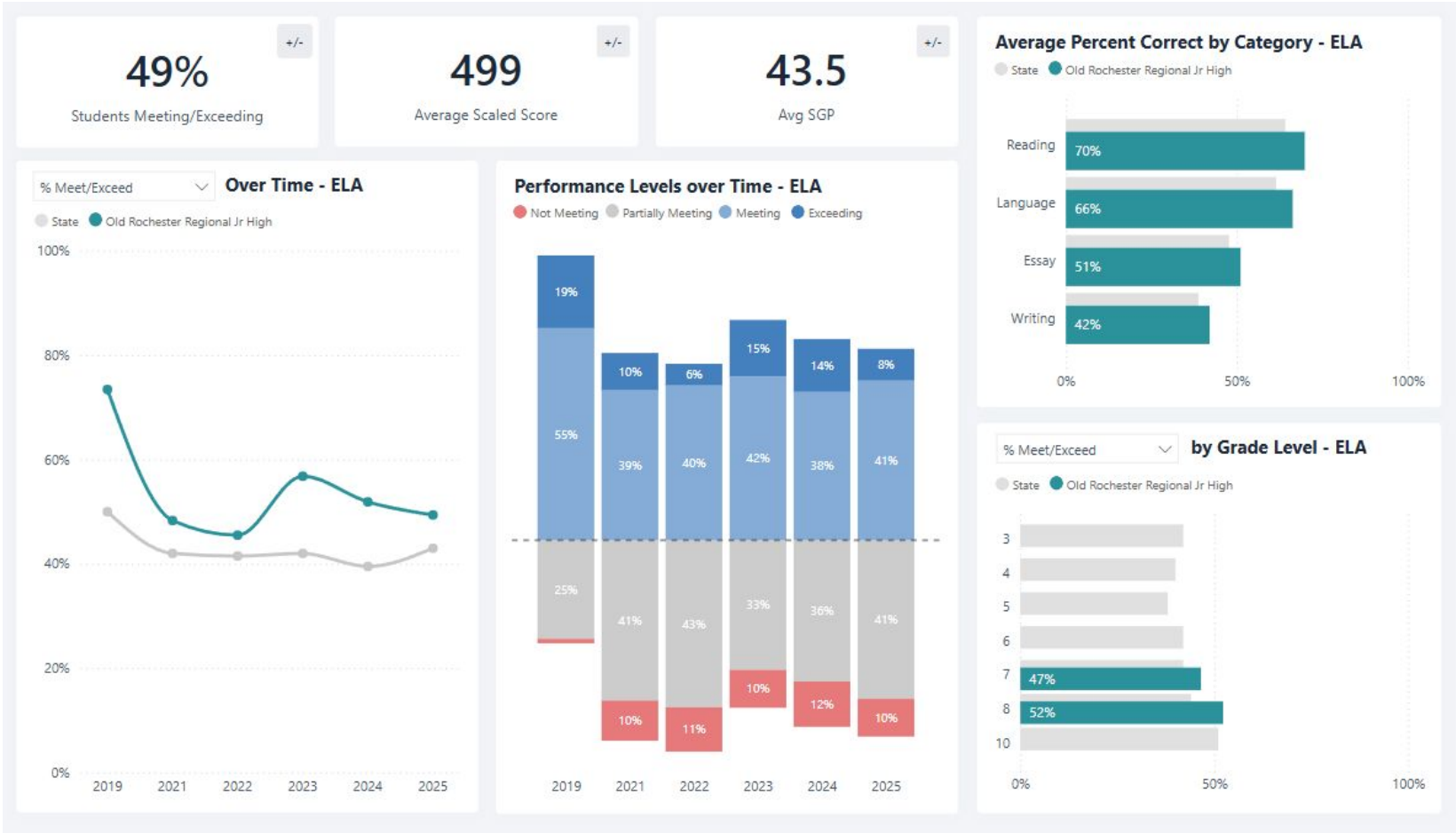
District-Wide Grades 3-12 Achievement from 2019-2025 for English Language Arts



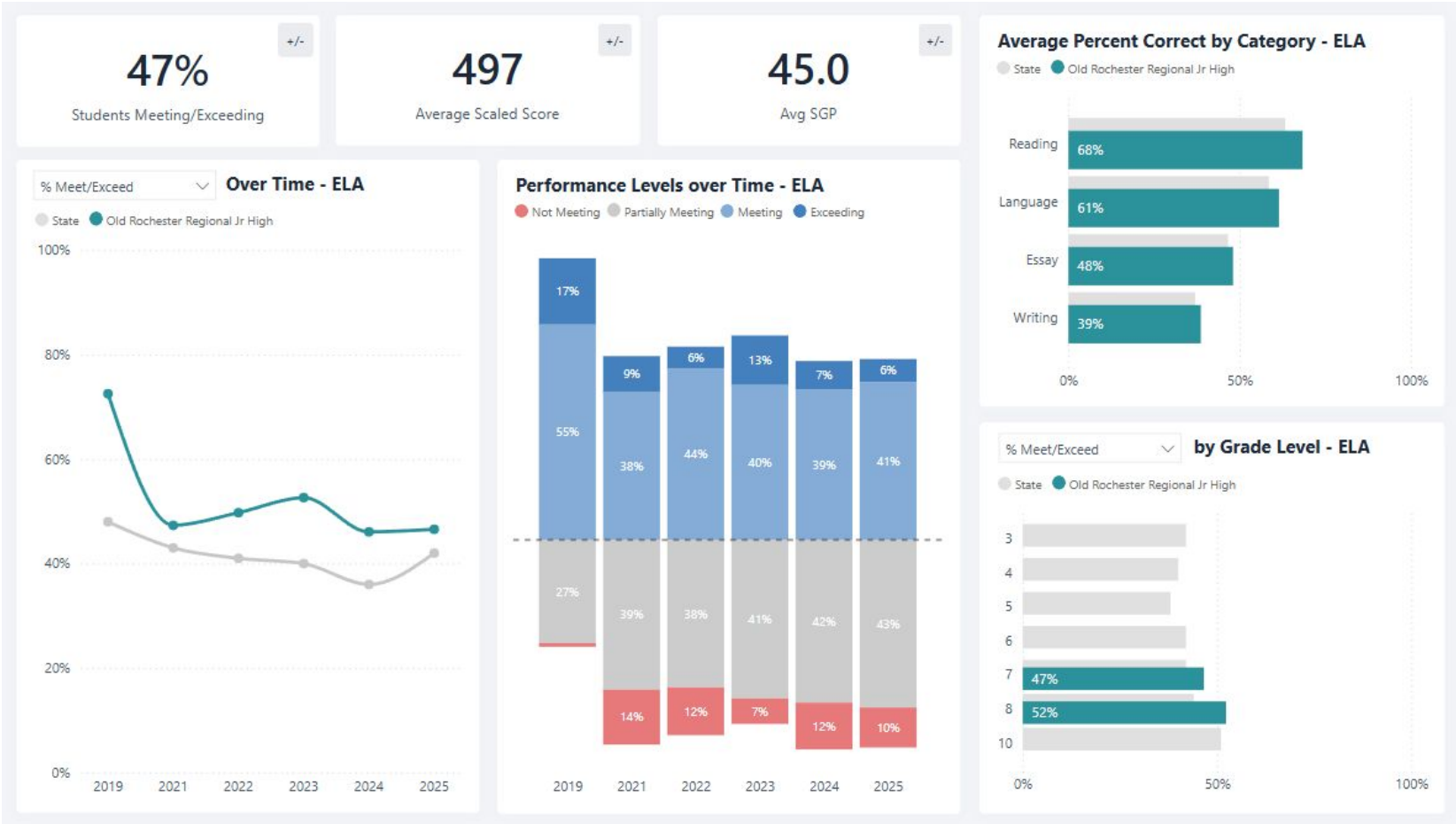
ORR Grades 7-10 Achievement from 2019-2025 for English Language Arts



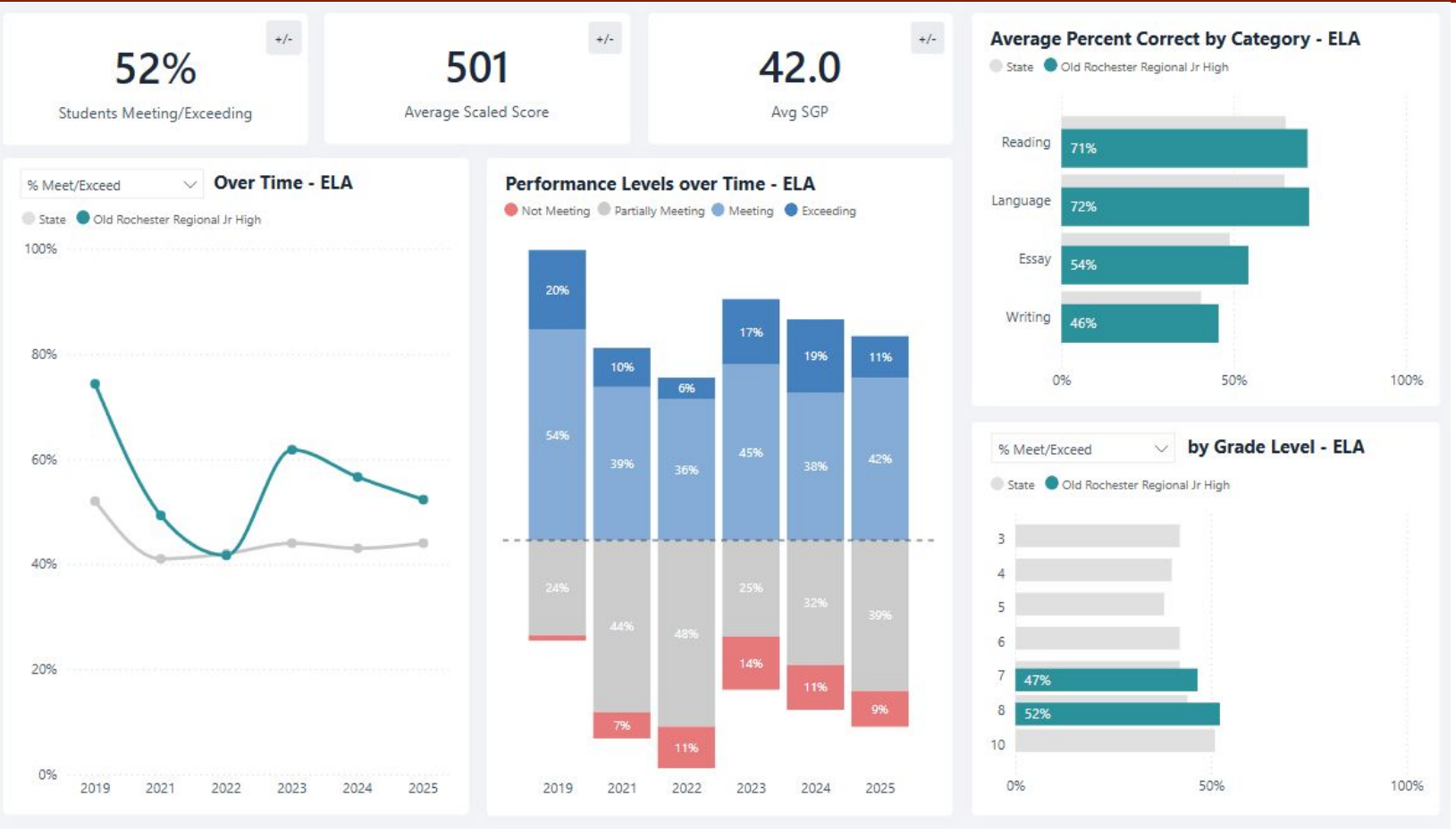
ORR Grades 7 & 8 Achievement from 2019-2025 for ELA



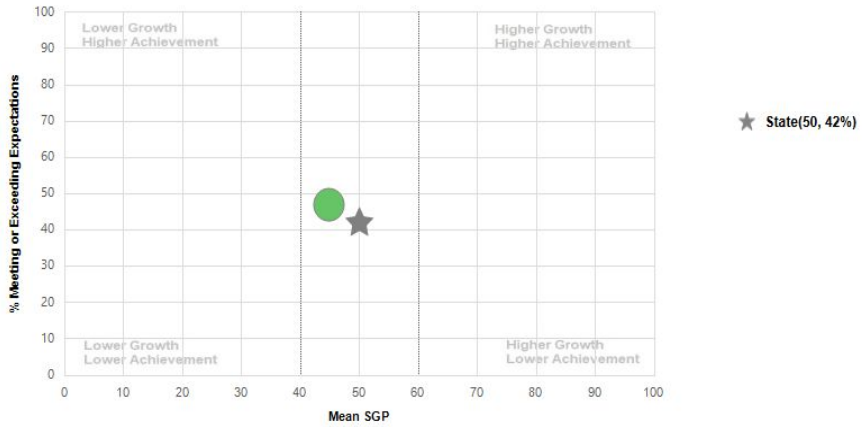
ORRJHS Grade 7 Achievement from 2019-2025 for English Language Arts



ORRJHS Grade 8 Achievement from 2019-2025 for English Language Arts

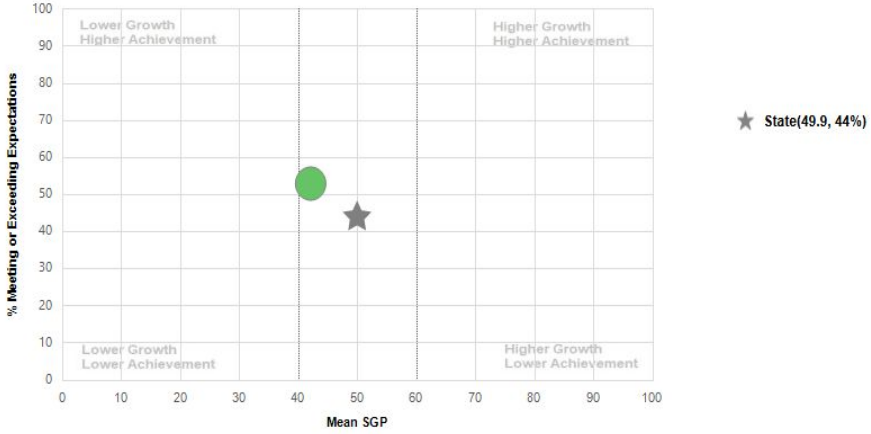


ELA Grade 7: SGP



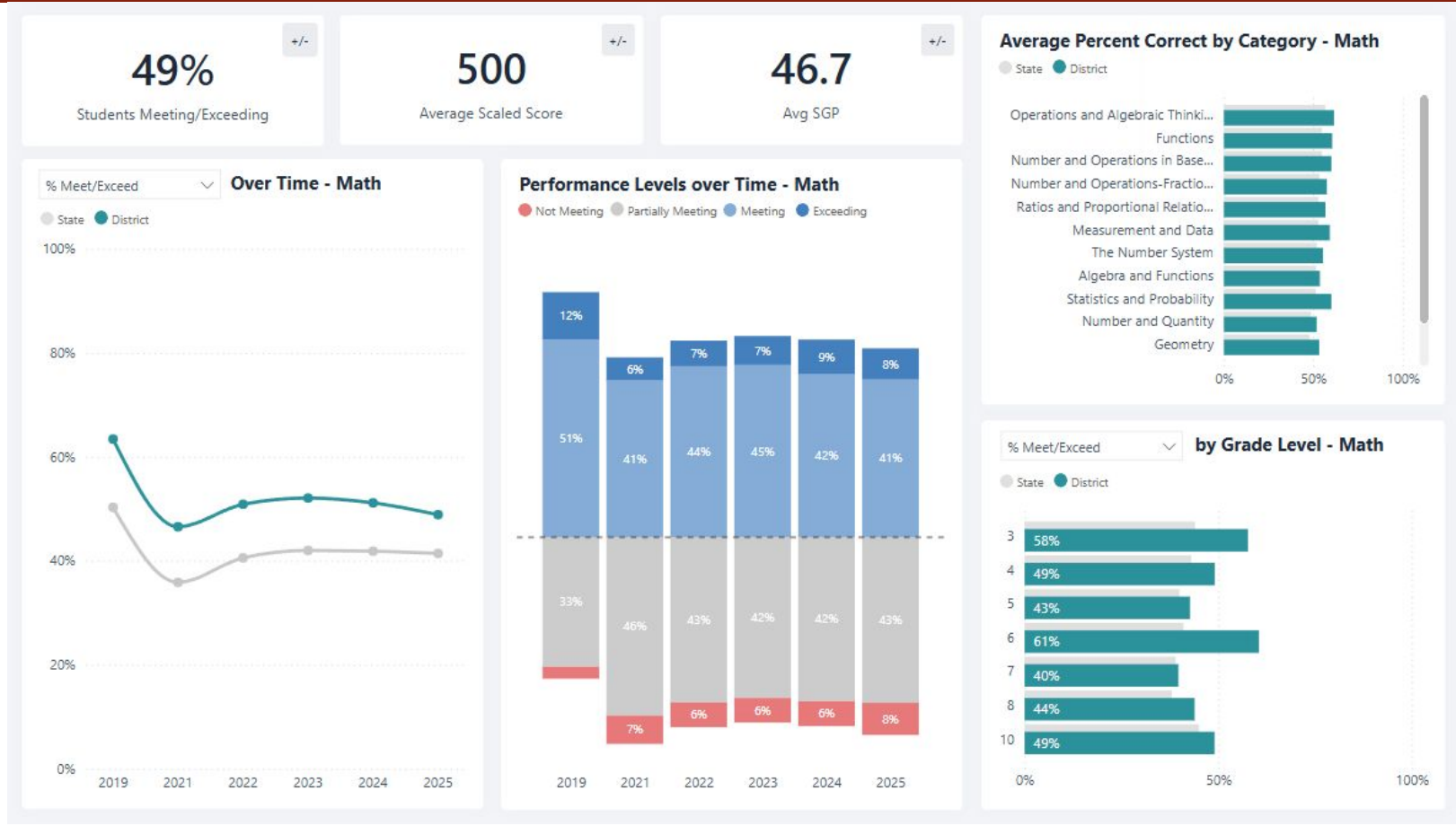
	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Old Rochester Regional Jr High (07400405)	45	193	47	202

ELA Grade 8: SGP

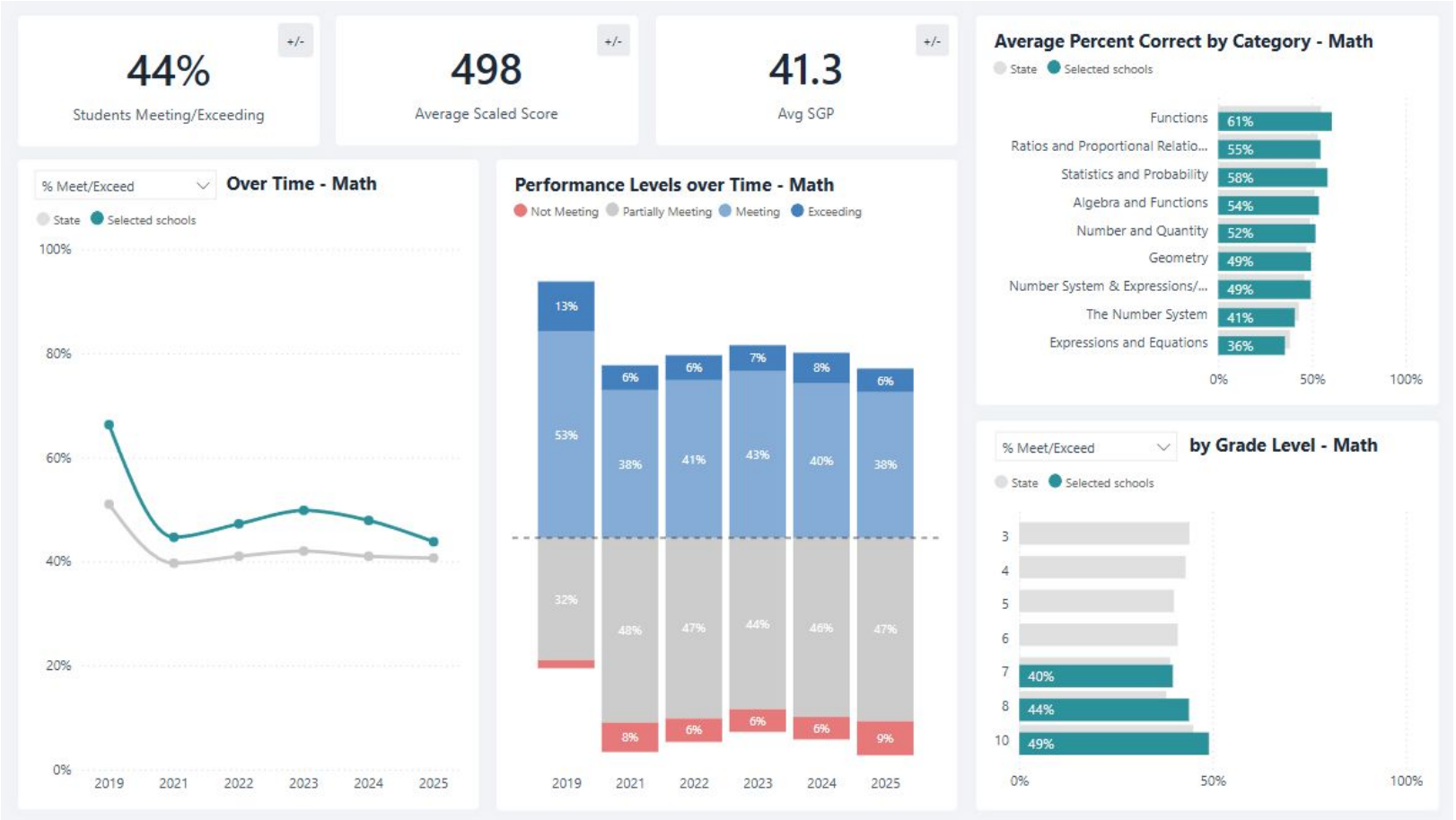


	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Old Rochester Regional Jr High (07400405)	42	192	53	196

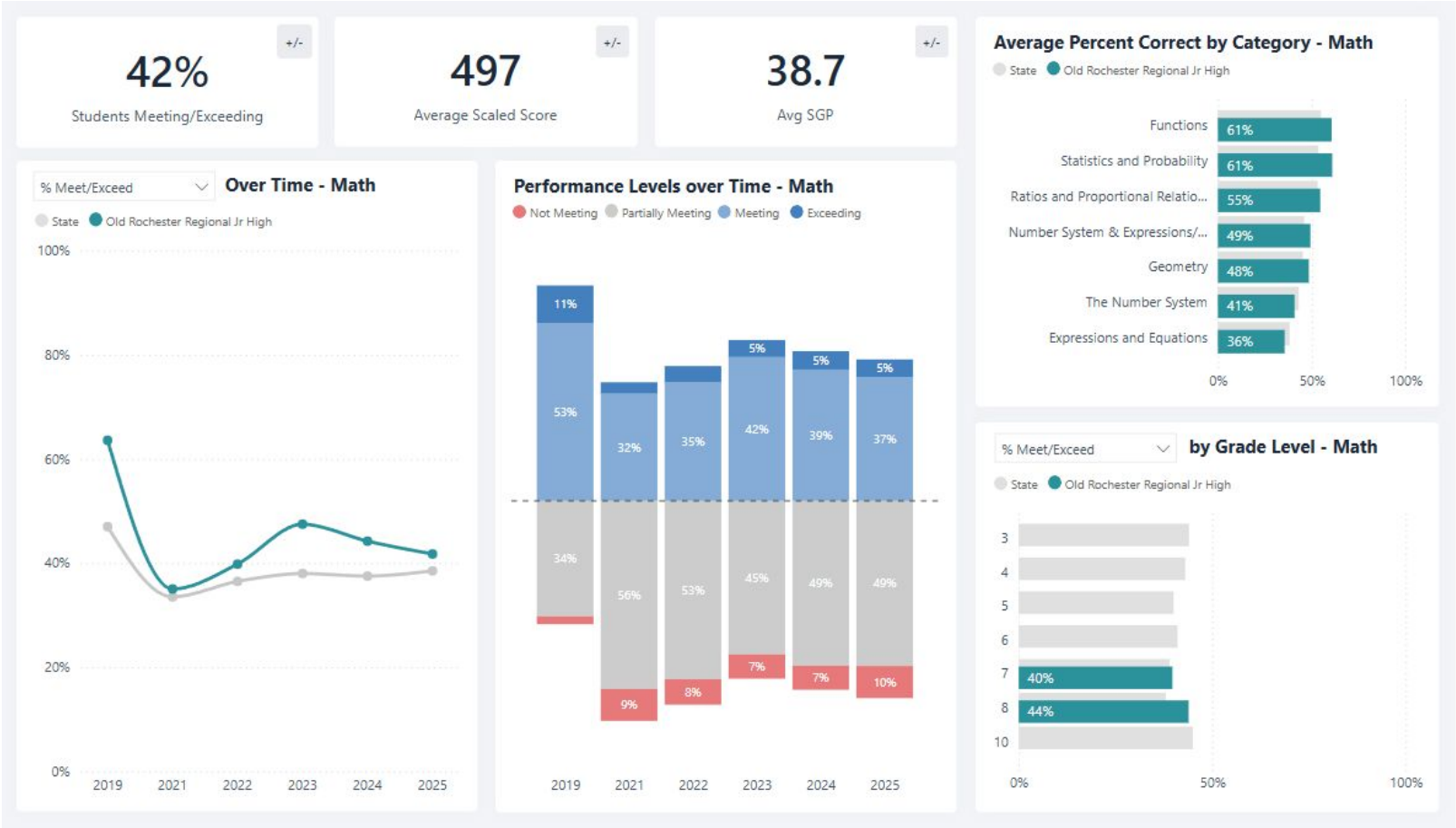
District-Wide Grades 3-12 Achievement from 2019-2025 for Math



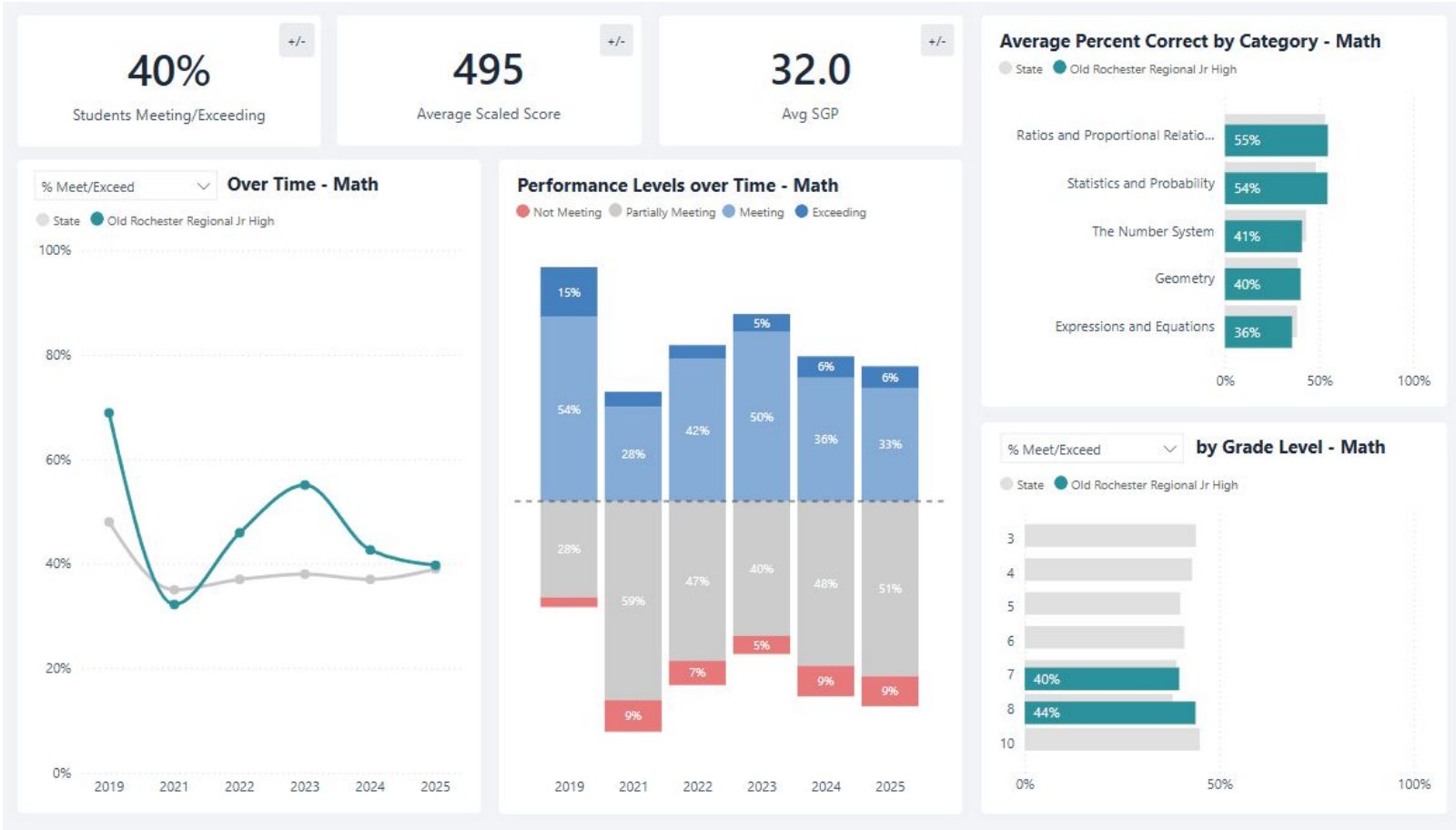
ORR Grades 7, 8 & HS Achievement from 2019-2025 for Math



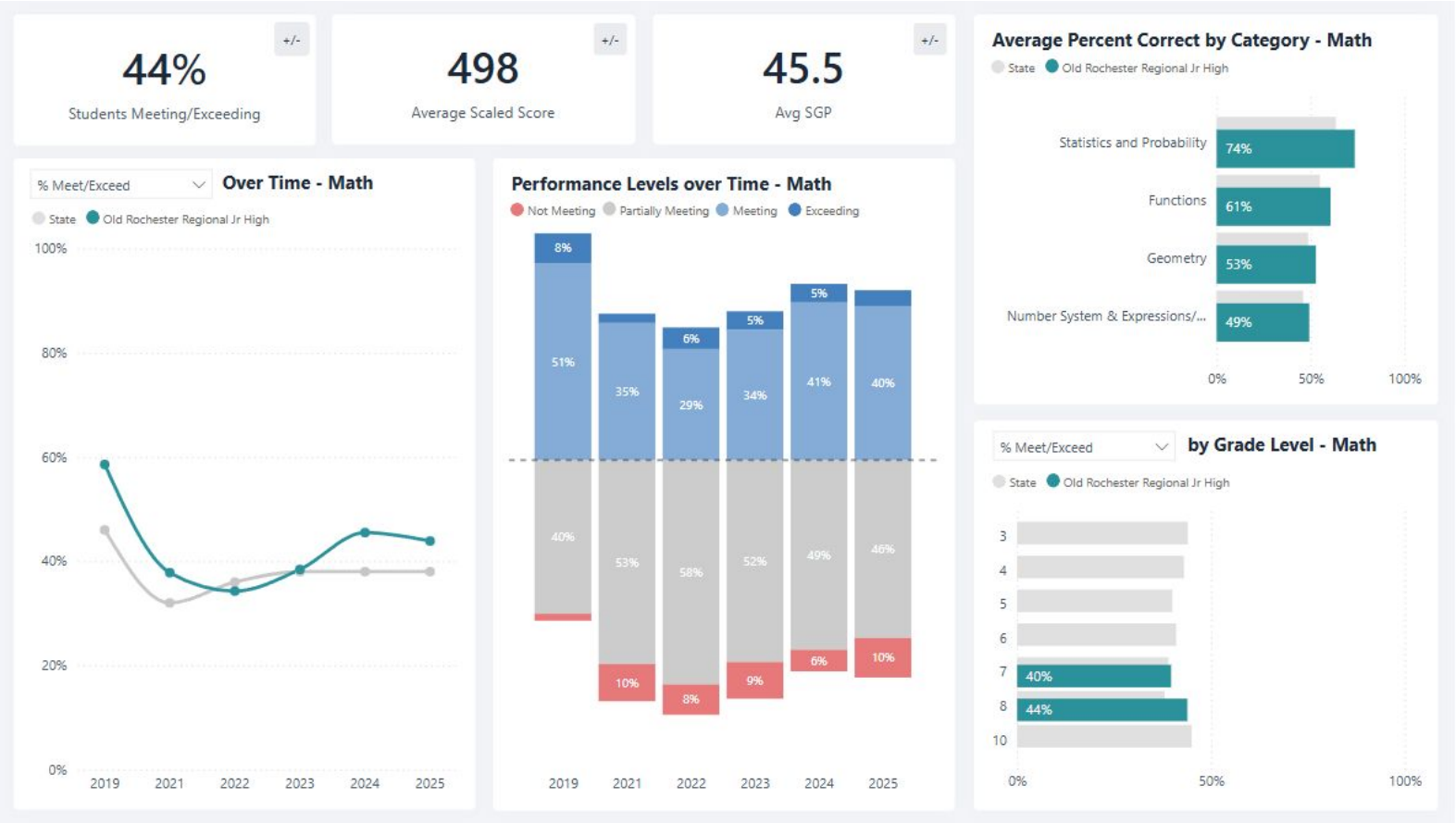
ORR Grades 7 & 8 Achievement from 2019-2025 for Math



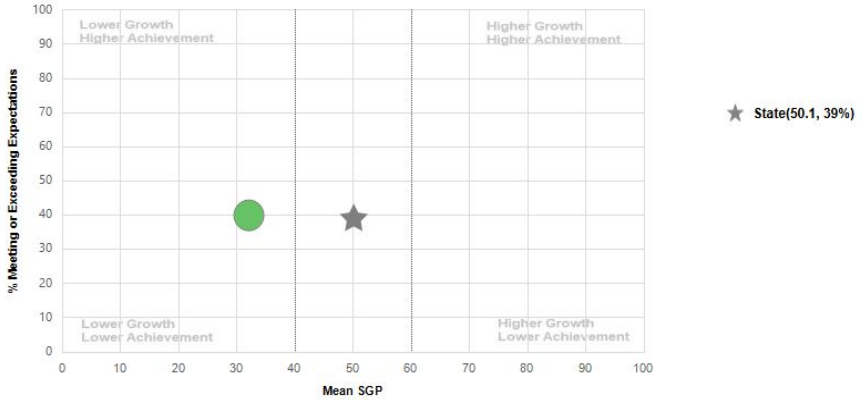
ORRJHS Grade 7 Achievement from 2019-2025 for Math



ORRJHS Grade 8 Achievement from 2019-2025 for Math

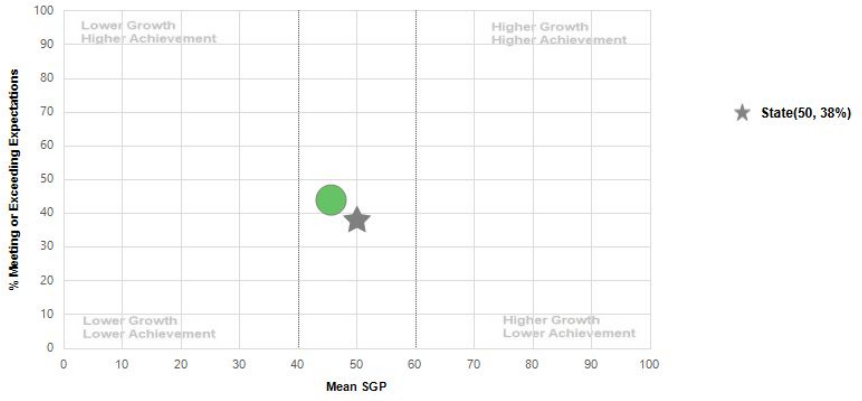


Math Grade 7: SGP



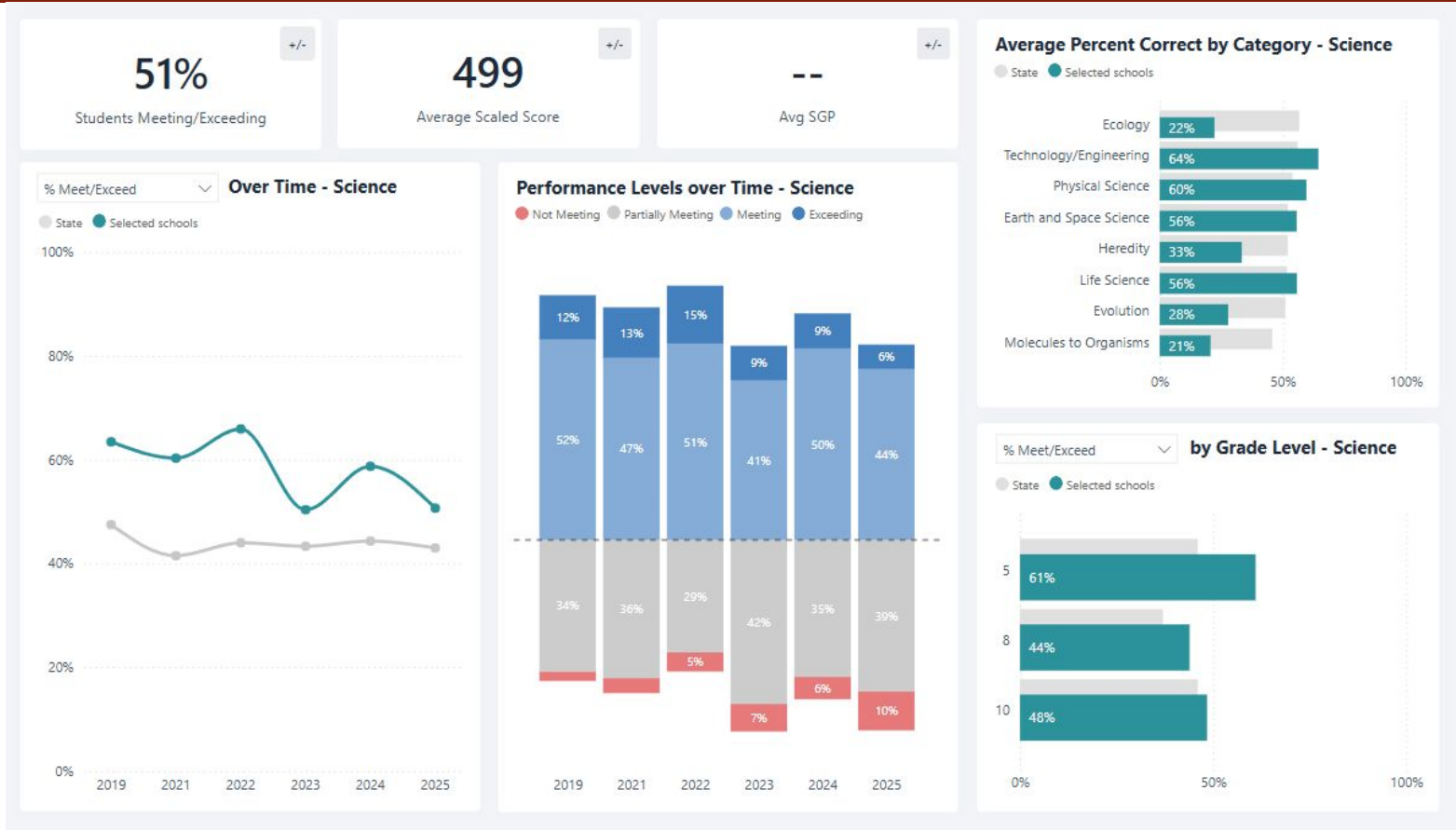
	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Old Rochester Regional Jr High (07400405)	32	194	40	203

Math Grade 8: SGP

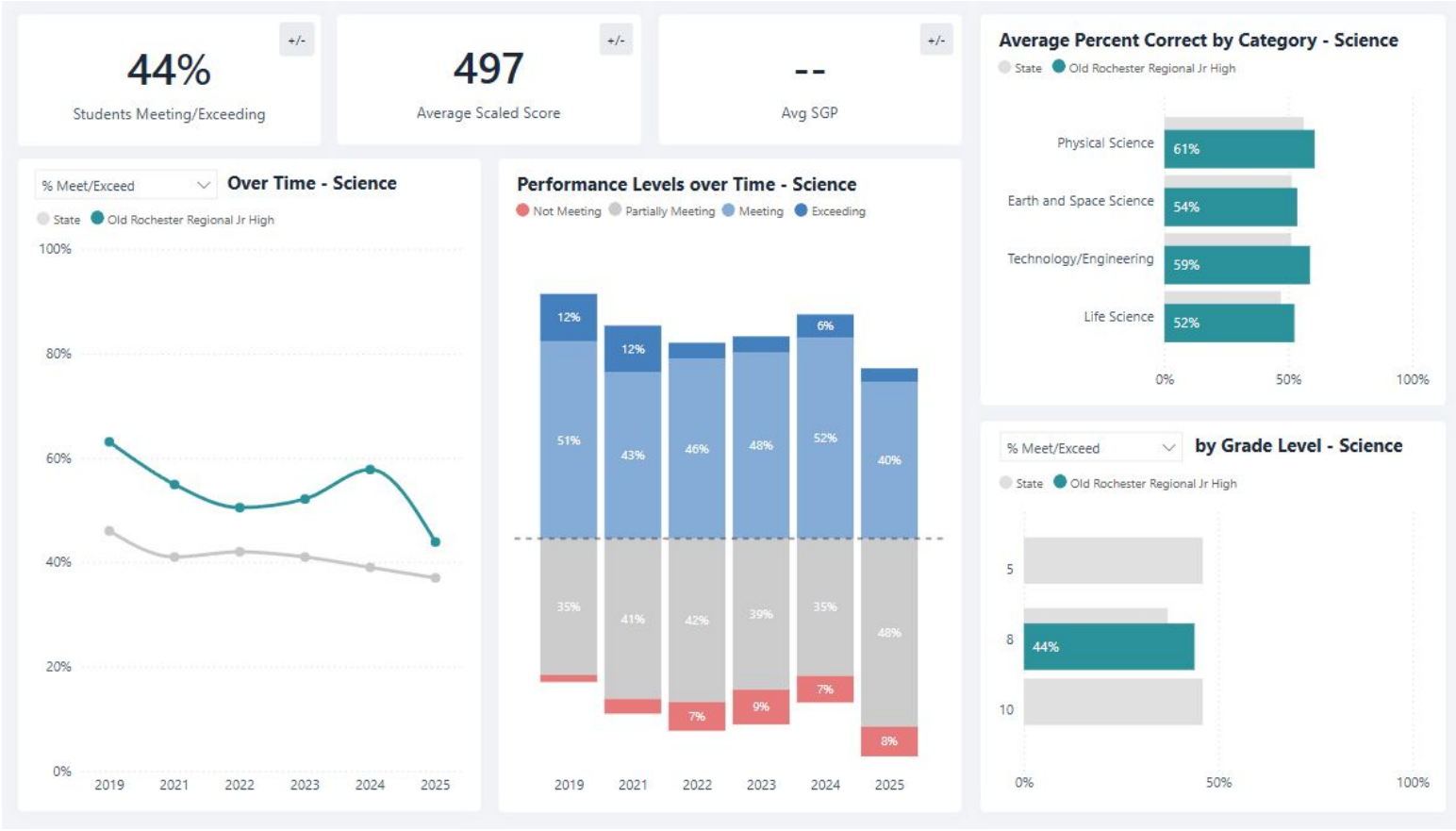


	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Old Rochester Regional Jr High (07400405)	46	190	44	195

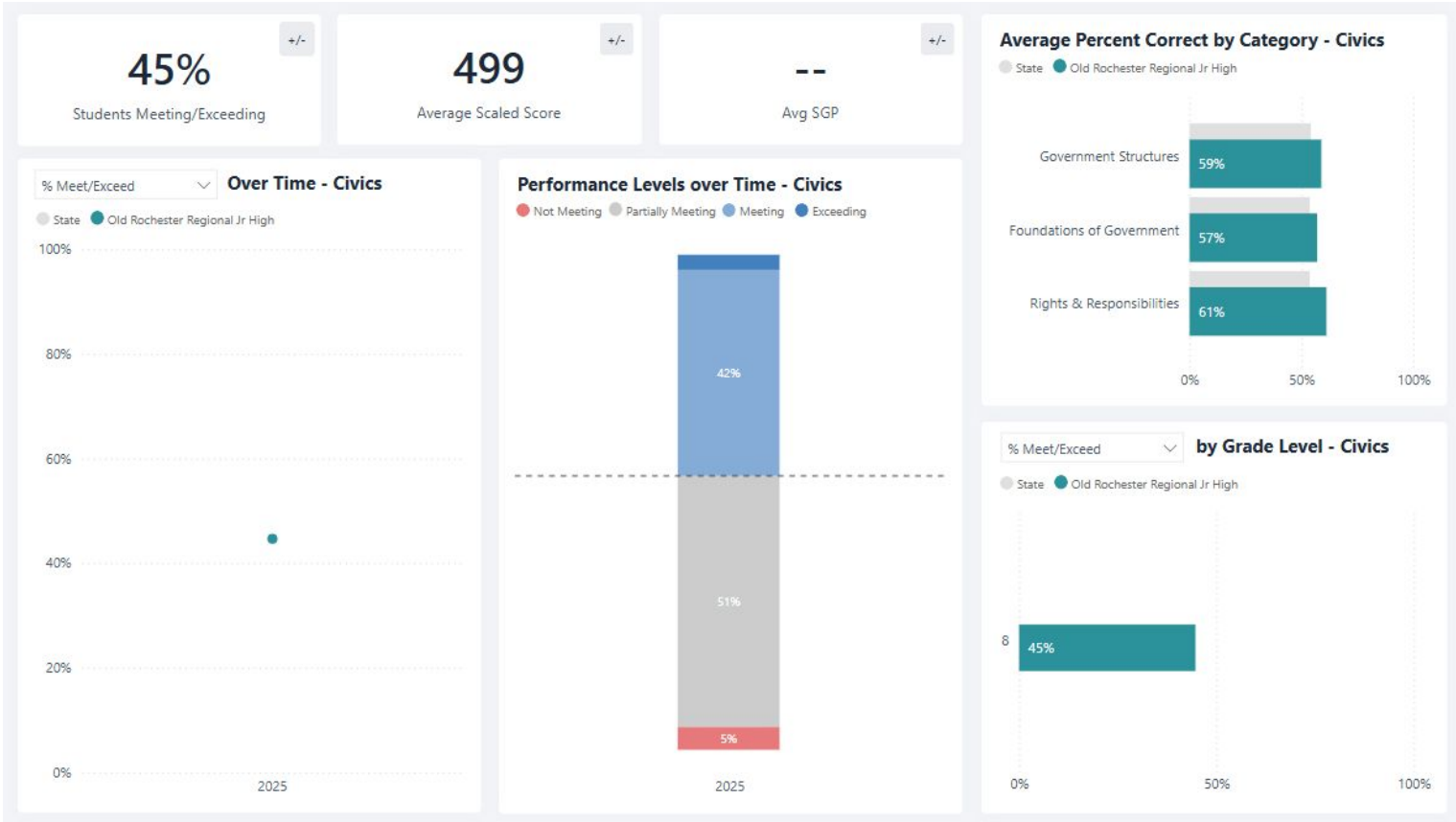
District-Wide Grades 5, 8 & HS Achievement from 2019-2025 for Science



ORRJHS Grade 8 Achievement from 2019-2025 for Science



ORRJHS Grade 8 Achievement from 2025 for Civics



ORRJHS Areas of Strength - ELA

7th Grade Strengths

- Reading: 68% +5%
- Language (including Essay Conventions Score): +3%
- Writing (Essay Idea Development Score): +2%

8th Grade Strengths

- Reading: 71% +6%
- Language (including Essay Conventions Score): 71% +6%
- Writing (Essay Idea Development Score): 45% +5%

  In specific essay tasks:
  - Argumentative Essay: Students averaged 4.14 points out of 8, achieving 52% +4%
  - Analytical Essay: Students averaged 4.51 points out of 8, achieving 56% of possible points for an essay analyzing how an author creates a specific feeling +6%

ORRJHS Action Steps - ELA

7th Grade

Curriculum Areas of Focus

- Idea Development (Writing): Develop arguments, explain complex character traits, or analyze author's techniques using evidence in extended writing responses
- Reading Inference: An item requiring students to make an inference about a character based on paragraphs from a passage scored
- Vocabulary in Context: An item requiring students to determine the meaning of a word in context

8th Grade

Curriculum Areas of Focus

- Idea Development Score (Writing): Improve the quality of arguments, analysis, and use of evidence in extended writing responses
- Determine the purpose of a dash in a sentence

ORRJHS Areas of Strength - Math

7th Grade Math MCAS Strengths

- Ratios and Proportional Relationships: The school achieved 55% of the total possible points in this category +2%
    - Interpreting the proportional relationship shown in a graph 75% +4%
- Statistics and Probability: The school achieved 54% of the total possible points in this category +6%
- Geometry: The school achieved 40% of the total possible points +2%

8th Grade Math Strengths

- Statistics and Probability: This is the strongest category, with the school achieving 73% of possible points +10%
- Functions: The school achieved 60% of possible points +5%
- Geometry: The school achieved 53% of possible points +4%
- Number System & Expressions/Equations: The school achieved 49% of possible points +3%

Implementation of Amplify Math 7 and 8 Curriculum

Curriculum Areas of Focus

7th Grade

Ratios and Proportional Relationships

- Determining which table represents a proportional relationship
- Determining the unit rate associated with a given ratio of fractions in a real-world context

Expressions and Equations / The Number System

- Determining which table represents a proportional relationship
- Determining which expression represents a given real-world context
- Determining which expression is equivalent to a given expression

8th Grade

Pythagorean Theorem/Plotting

- Applying the Pythagorean Theorem to plot a point at a given distance

Linear Equations

- Solving a linear equation by collecting like terms

Number System & Expressions/Equations

- Determining the coordinates of the solution of a system of equations
- Applying the properties of positive and negative integer exponents to identify equivalent expressions

ORRJHS Areas of Strength - Science Grade 8

Technology/Engineering: Largest difference in overall performance 59% +8%

Key strengths at the item level in this area include:

- Manufacturing Processes 83% +28%
- Communication Systems 69% +13%
- System Benefits and Drawbacks 67% +10%

Physical Sciences: Highest-performing content area overall 61% +5%

Specific strengths include:

- Exothermic Reactions 86% +23%
- Molecular Properties 84% +14%
- Energy Concepts:
  - Describing how the kinetic energy of an object changes in a given scenario +11%
  - Analyzing a diagram to identify the object with the greatest gravitational potential energy (GPE) and explaining why +9%
  - Interpreting wave models to compare their energies +9%

Life Science: 52% +6%

Key areas of strength include:

- Cellular and Genetic 68% +14%
- Artificial Selection 70% +13%
- Body Systems 34% +12%
- Evolutionary Relationships 89% +7%

Earth and Space Science: 54% +2%

A notable specific strength was found in:

- Rock Layer Ages 84% +11%
- Fault Formation 38% +8%

ORRJHS Action Steps - Science

- Continued support for DESE aligned OpenSciEd curriculum and instruction for sustainability through collaborative work
- Students will continue to engage in more guided practice in answering constructed response type questions (multi-part questions)
- The 7th and 8th grade teams have identified standards where students need additional assistance
    - Broken down by grade level standards that identified how well students performed on each standard and what standards we need to address in more detail
    - Curriculum Areas of Focus: Interpretation of models related to Physical Science concepts (heat transfer) and Earth/Space Science models (galaxy and moon phases)
- Engineering curriculum continues to expand upon Project-Based Learning (PBL) high interest options

ORRJHS Areas of Strength and Action Steps - Civics

Rights & Responsibilities

- Civic Literacy (Opinion vs. Evidence) 61% +16
- Basic Citizenship 88% +11
- Civil Rights Expansion 95% +10
- Political Protest(Civil Rights Movement) 90% +9
- Constitutional Amendments 59% +8

Government Structures

- Civic Action and Community Sharing 77% +15
- Inter-Branch Relations 50% +10
- State and Local Government
  - Identifying which government website would provide information about a service provided by the Massachusetts state government 97% +9
  - Identifying a right protected by the Massachusetts Constitution 90% +5
- Political Campaigns: 41% +9

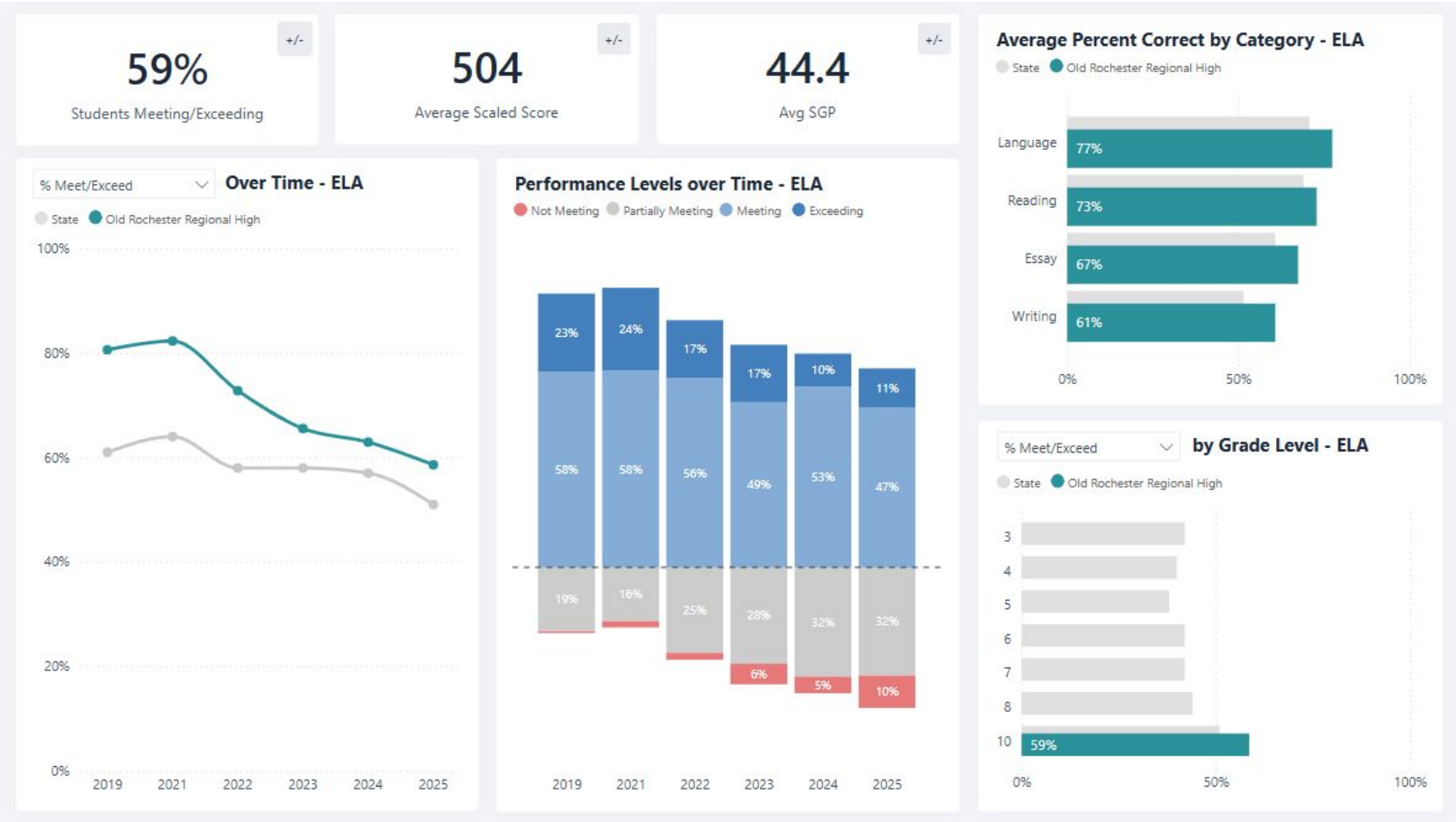
Foundations of Government

- Colonial Period and Declaration 61% +8
- Declaration's Influence 67% +7
- Constitutional Debate
  - Identifying the positions of early American political actors 64% +6
  - Explaining why Anti-Federalists wanted to amend the Constitution 73% +4
- Preamble Knowledge 71% +5

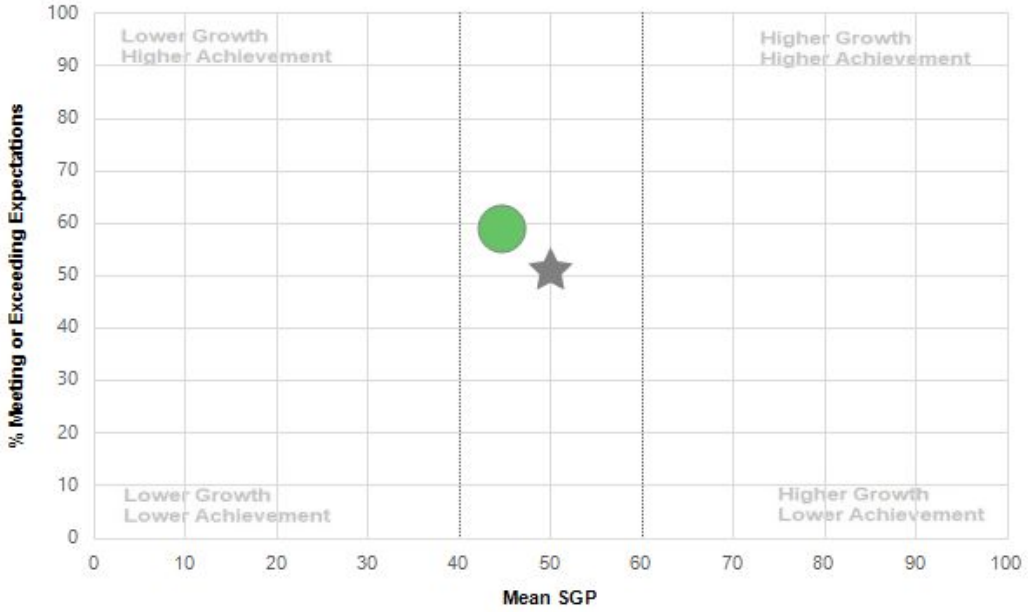
Curriculum Areas of Focus

- Government Structures: Shared Powers
  - Determining which powers are shared by the federal and state governments
- Foundations of Government (Historical Documents):
  - Analyzing the Magna Carta to determine a similar right in the U.S. Constitution
  - Determining a weakness of the Articles of Confederation

ORRHS Achievement from 2019-2025 for English Language Arts



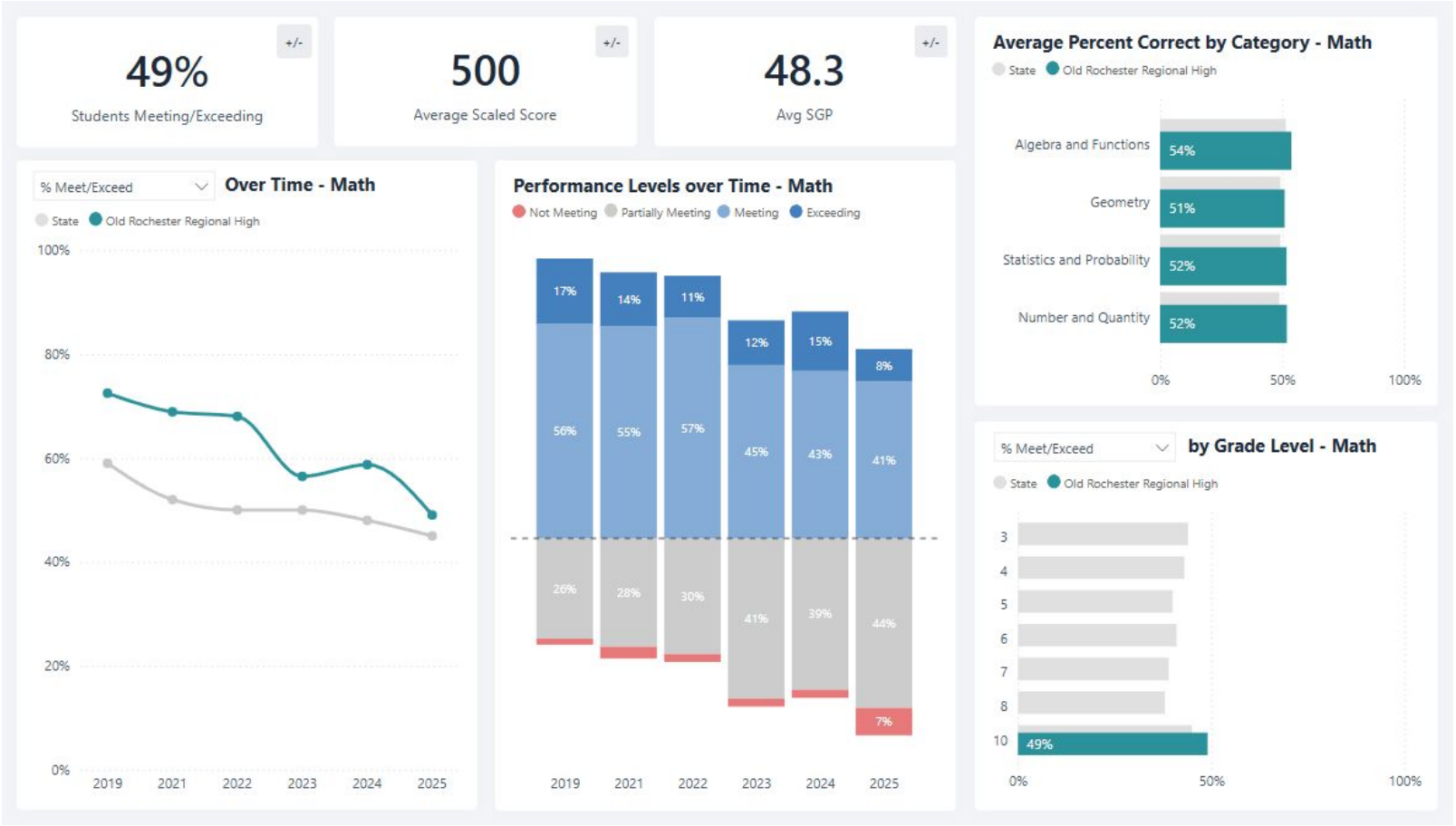
ORRHS ELA: SGP



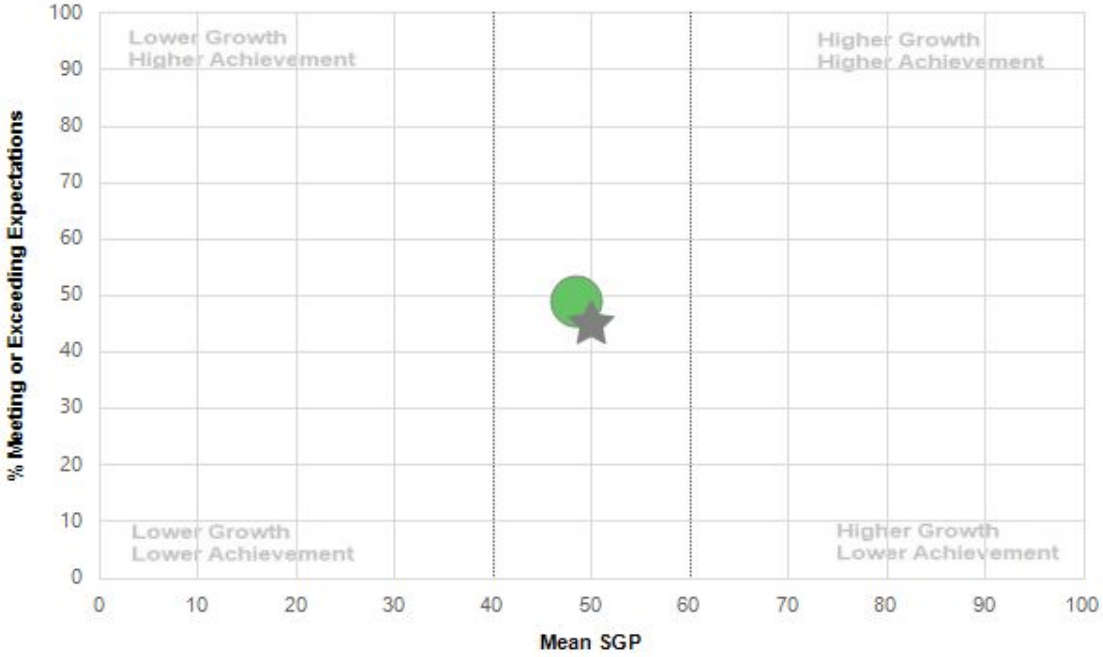
★ State(50, 51%)

	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Old Rochester Regional High (07400505)	45	147	59	156

ORRHS Achievement from 2019-2025 for Math

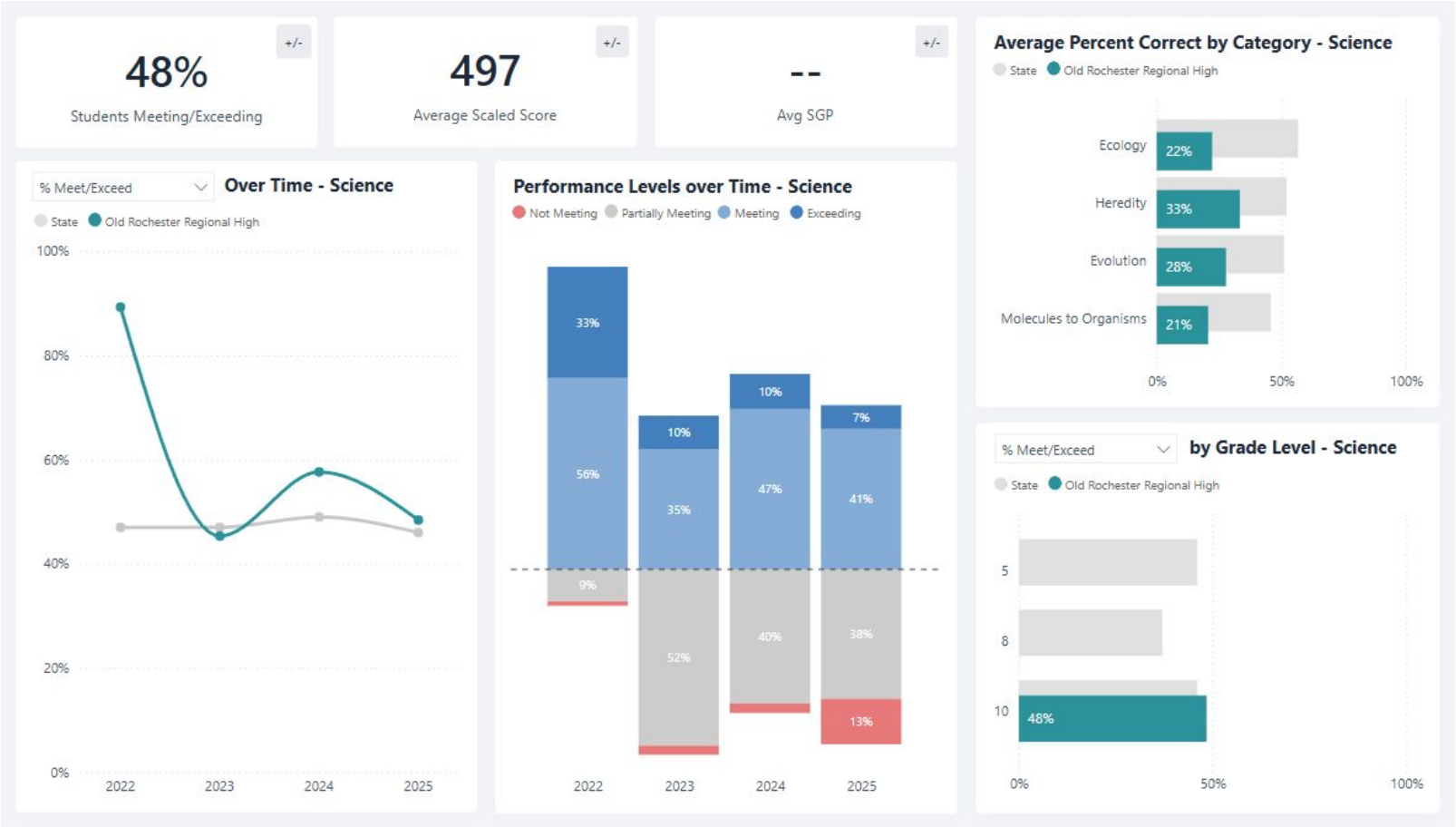


ORRHS Math: SGP



		Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
	Old Rochester Regional High (07400505)	48	144	49	154

ORRHS Science Achievement from 2022-2025 for Science



ORRHS Areas of Strength - ELA

- Increased average correct from 2024 to 2025 in:
  - Essay, 60% increased to 67%
  - Writing, 50% to 61%
- Above the state average correct in 2025 in:
  - Essay, +7%
  - Language, +7%
  - Reading, +4%
  - Writing, +9%
- Exemplar Areas:
  - Essay: Language
  - Essay: Language and Writing
  - Essay: Writing
  - Key Ideas and Details
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

ORRHS Action Items - ELA

- Curriculum work in accordance with the identified Phases in the “2025-2026 Curriculum Review Cycle Plan”
- Instructional Council Curriculum Collaboration
- PD-best practice Common Assessments practices
- Identify priority content based on CRC phase Implement best practices
- Atlas Rubicon; Update in alignment with CRC Phase
- Professional Development SBC Instruction and Assessment; Support the planning and development of PD for standards based curriculum, instruction and assessment

ORRHS Areas of Strength - Math

- Increased average correct from 2024 to 2025 in:
  - Number and Quantity
- Above the state average correct in 2025 in:
  - Algebra, +2%
  - Geometry, +2%
  - Number and Quantity, +3%
  - Statistics and Probability, +3%
- Exemplar Areas:
  - Explain volume formulas and use them to solve problems
  - Interpret expressions for functions in terms of the situations they model
  - Interpret linear, quadratic, and exponential functions with integer exponents in context of situations
  - Interpret the structure of linear, quadratic, and exponential functions with integer exponents
  - Perform arithmetic operation on polynomials
  - Solve Systems of Equations
  - Summarize, represent, and interpret data on two quantitative and categorical variables
  - Understand solving equations as a process of reasoning

ORRHS Action Items - Math

- Curriculum work in accordance with the identified Phases in the “2025-2026 Curriculum Review Cycle Plan”
- Instructional Council Curriculum Collaboration
- PD-best practice Common Assessments practices
- Identify priority content based on CRC phase Implement best practices
- Atlas Rubicon; Update in alignment with CRC Phase
- Professional Development SBC Instruction and Assessment; Support the planning and development of PD for standards based curriculum, instruction and assessment

ORRHS Areas of Strength - Biology

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

ORRHS Areas of Strength - Biology

- Higher percentage of students met or exceeded the standards that state
- Above the state average correct in 2025 in:
  - Ecology, 7%
  - Evolution, 4%
  - Heredity, 5%
  - Molecules to Organisms, 2%
- Exemplar Areas:
  - Determine the probability of an organism to inherit a specific trait.
  - Identify where a tree obtains most of the carbon necessary for growth.
  - Explain how an introduced plant most likely affected native plants.
  - Explain how the reintroduction of a species affected a native species, describe one way an ecosystem benefited from the removal of an invasive species, explain how removing the invasive species affected the native species, and explain how an action humans could take could help the native species.
  - Explain how a mutation that causes a condition most likely was introduced into a population.

ORRHS Action Steps - Science

- September Professional Development led by Department Coordinators
- Curriculum work in accordance with the identified Phases in the “2025 Curriculum Review Cycle Plan”
- Instructional Council Curriculum Collaboration
- PD-best practice Common Assessments practices
- Identify priority content based on CRC phase Implement best practices
- Atlas Rubicon; Update in alignment with CRC Phase
- Professional Development SBC Instruction and Assessment; Support the planning and development of PD for standards based curriculum, instruction and assessment

Questions

Appendix

Meeting Minutes

OLD ROCHESTER REGIONAL SCHOOL COMMITTEE MEETING
Budget Subcommittee
135 Marion Road
Mattapoisett, MA 02739

November 20, 2025 4:30 p.m.

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

MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools, Howie Barber, Assistant Superintendent of Finance and Operations, Jaime Curley, Assistant Superintendent of Student Services, Shari Fedorowicz, Assistant Superintendent of Teaching and Learning, Silas Coellner, Principal - ORRJHS and Melissa Wilcox, Recording Secretary.

I. Meeting to Order

Ms. Smith called the meeting to order at 4:35 p.m.

II. General

a. FY2027 Budget Discussion

Superintendent Nelson welcomed the School Committee members and reviewed the ORR FY2026 Budget passed last year with an overall increase of 4.73%. He reminded the members that Rochester was responsible for the largest portion of the budget, followed by Marion and then Mattapoisett based on enrollment and the Regional Agreement. The School Committee completed negotiations last year with all four ORR union associations, so staffing projections are based on contractual obligations. He continued that Plymouth County Retirement and insurance expenses were driving factors in last year's budget and the administration is concerned that the previously approved 8% increase built into the current fiscal year budget will not suffice as health insurance expenses increase nationwide. Transportation and facilities including utilities were driving factors last year as well, and will continue to be for FY2027.

Next, Mr. Barber provided a quick overview of the budget process. The administration has been meeting to discuss current expenditures and operating expenses. Superintendent Nelson reviewed enrollment projections from NESDEC for each grade level at ORR. He added that there are currently 119 school choice students in grades 7 through 12 and 19 will be graduating. There are about 165-170 students anticipated from Marion, Mattapoisett and Rochester to be entering 7th grade at ORR in the fall.

Principal Coellner shared his requests submitted for FY2027 budget consideration. His priorities are an increase in funds to offer more of a variety of extracurricular clubs and interscholastic sports at ORRJHS due to student demand and staff interest. He also requested an administrative assistant position to support the Assistant Principal and Director of Guidance. Superintendent Nelson shared, on behalf of Principal Devoll, that Mr. Devoll's main goal is to maintain level service and staffing at ORRHS. He is also working with Early Education Coordinator Doreen Lopes in relation to adding a staff member to the Chapter 74 program due to increased student interest and a current waitlist for the program. He added that Ms. Lopes and Mr. Devoll did apply for a grant that could be a possible offset but they have not heard if it will be supported yet. Superintendent Nelson continued with Mr. Devoll's interests of replacement plans for teacher computers and Promethean boards along with a team chair stipend position in special education which would need to be negotiated.

Next, Dr. Fedorowicz reviewed requests from the Office of Teaching and Learning, including maintaining the Open Architect data dashboard, common assessments training, a math consultant for continued professional development at ORRJHS and materials for Investigating History as the grant that has previously funded this is no longer available.

Superintendent Nelson and Mr. Barber explained the current budget drivers will again be contractual obligations and payroll, facilities expenses and their concerns with current projected rates for insurance next year. Superintendent Nelson informed the School Committee that the District needs to discuss the ORRHS gymnasium bleachers as there are safety concerns and replacement parts are no longer made. He has advocated with local representatives and toured the gym, sharing the quote to address the bleachers and the gym floor was about $300,000 in hopes of receiving funding support.

School Committee Feedback:
Mr. Muse highlighted the administrative assistant position discussed by Mr. Coellner. He agreed that paperwork, mandates and state requirements have all been increased and more has been asked of the District. Mr. Monteiro stated that he and member Frances-Feliz Kearns have also advocated with local officials for funding to support ORRHS gymnasium improvements and they will continue to do so, but also need to think about other options. Ms. Smith recognized that it will not be an easy budget season yet again for the District, but they must keep the best interest of the students as the priority.

III. Adjournment

Motion to adjourn at 5:35 p.m. by James Muse
Seconded by Matthew Monteiro
Motion Carries (3-0)
Roll Call: Smith (yes), Monteiro (yes), Muse (yes)

SEE'S CANDIES SPECIALTIES

See's Candies products sold in our fundraiser include: boxes of chocolates - sold in festive Valentine's wrapping, chocolate truffles, candy gummy hearts, Valentine lollipops, molasses chips, peanut brittle, and more! The company does have sugar-free products, nut-free products, gluten-free & dairy free items which is amazing for our community for inclusivity during sales!







ABOUT OUR FUNDRAISER

The ORRJHS PTSO is hoping to run a fundraiser with See's Candies. We will create an online "storefront" and share an online link for families & community members to purchase chocolates & candies. The products will be shipped directly from the See's Candies Company to the supporters provided address. The ORRJHS PTSO can earn up to 50% of sales. A check is issued to PTSO within 30 business days of storefront closing. We are hoping to have everything in place to sell candies & chocolates in time for Valentine's Day delivery.





SEE'S CANDIES YUM-RAISING VALENTINE'S FUNDRAISER

Support the ORRJHS PTSO

OUR PROFITS

The ORRJHS PTSO has just started up this year! We got busy right away with helping organize & plan the BoosterBash! As an organization we are hoping to continue to provide fun community building type events for our peers. We are currently working on upcoming student events including "Winterfest" an event where we invite 7th & 8th grade students as well as our RMS, Sippican & Old Hammondtown 6th graders to participate in fun activities at the Jr. High School. With enough funds we'd also like to enhance our curriculum with school assemblies. Any profits from this fundraiser would go directly to the betterment of the student experience at the ORRJHS through events planned and organized by the members of the newly established PTSO.



An American-made candy company since 1921

Quality never goes out of style

Proposed Amendment 2025

SMEC Capital Reserve Account

Established 2015

Amended 2019

1) Any deposits into the SMEC Capital Reserve Account must be approved by the SMEC Board of Directors through the SMEC budget process. Funds that are identified as surplus revenue as a result of higher than anticipated enrollment and/or cost efficiencies ~~created in other expense areas~~, and/or funds received through donations, grants, or other targeted government funding ~~would~~ may be approved ~~proposed~~ for deposit into the ~~account~~ Capital Reserve Account; deposits would not be funded through ~~any~~ tuition increases. ~~or surcharges~~. ~~We will only utilize a portion of surplus revenue, if any, that may be identified at the end of any fiscal year for deposits to the Capital Reserve Account, with SMEC Board approval~~.The SMEC Board will approve any proposed deposit into the Capital Reserve Account and/or use of the funds therein.
2) The maximum cumulative balance of the Capital Reserve Account will be Two Million Dollars ~~$500,000~~ ($2,000,000). Withdrawals from the fund for capital purchases or projects will be in compliance with current SMEC Board policies for budget amendments and capital spending.
3) The stated purpose of the funds will be to maintain and complete improvements to any Collaborative owned property or properties for which the Collaborative has a valid long term (5+ year) lease, to acquire new facilities and/or to acquire additional or replacement vehicles for the Collaborative van pool.
4) Any modification to the purpose of the Capital Reserve Account will require the approval of the SMEC Board and at least two-thirds (2/3) of the SMEC member school committees in accordance with current regulation.

EDUCATIONAL TOURS



Australia: Wildlife & Culture

12 DAYS

An immersive and breathtaking journey awaits your group when you explore Australia. Wildlife encounters, sensational cityscapes, and rich culture combine to create unforgettable educational moments. Through experiences led by local experts, students will connect with Australia's iconic animals in meaningful ways and dive into the country's remarkable history. With time spent in the vibrant cities of Melbourne, Cairns, and Sydney, this true "must-see Australia" adventure will develop your students' environmental and cultural awareness—all while delivering nonstop fun along the way.

WHAT'S INCLUDED

- Full-time Tour Director who's with you every step of the way
- All transportation, including round-trip flights
- Daily breakfast and dinner featuring regional cuisine
- 9 overnight stays in hotels with private bathrooms
- 3 expert-led sightseeing tours in iconic destinations
- 8 tickets to bucket-list experiences and attractions
- The option for students to receive academic credit
- Experiential learning that expands worldviews

THE FULL ITINERARY IS JUST A SCAN AWAY

eftours.com/

YOUR TOUR NUMBER



Take in this tour's highlights

Melbourne

Embark on a walking tour of the city with your Tour Director. As you amble through alleyways splashed with street art and stroll past grand Victorian arcades, you'll get an instant feel for the famously creative and dynamic energy of Australia's cultural capital.

Venture to Phillip Island at sunset to witness the world-famous Penguin Parade, where hundreds of little penguins waddle ashore after a day of fishing, while rangers share about the sustainable efforts that protect this nightly ritual.

Marvel at native animals like koalas, kangaroos, and platypuses at Healesville Sanctuary. Learn from wildlife experts as they reveal how conservation projects safeguard Australia's famous fauna.

Cairns

Spend a full day on the magnificent Great Barrier Reef, one of the natural wonders of the world. Swim and snorkel your way through the dazzling blue ocean and discover the beauty of the underwater world around you—the electric colors of tropical fish, swaying plants, and exquisite corals.

- $ *Groups have the option to enhance their snorkeling experience with a marine specialist.*
- $ *Groups have the option to experience a rainforest journey and learn about traditional Aboriginal culture in Kuranda.*

Sydney

Take a walking tour of Sydney with your Tour Director, stopping by notable landmarks along the way. This lively city is known for its wealth of natural beauty, and also boasts a reputation as a global commercial hub.

Kick back and relax on a ferry to Circular Quay while taking in stunning waterfront sights of the harbor.

Trace Australia's colonial beginnings inside the UNESCO-listed Hyde Park Barracks, which was built in the 19th century to house convicts. A unique tour will tell the stories of the thousands who were held there and offer perspectives from the Aboriginal communities impacted by colonial expansion.

Delve into the rich history of the world-famous Sydney Opera House and go behind the scenes to see what it takes to get a live production on stage.

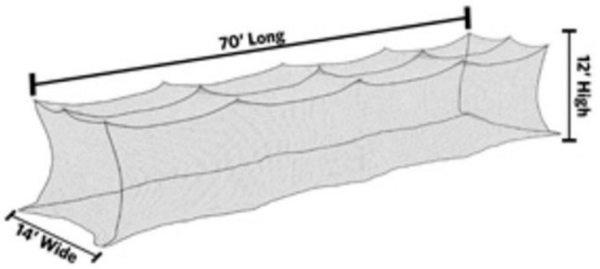
Ascend the Pylon Lookout for a sweeping spectacle—Blue Mountains on the horizon, ferries atop turquoise waters, and glittering skyscrapers blend into one epic view.







Here is the netting, shown on a rigid frame. We have a 3 wire tension system which spans the gym that we connect to. They are including new hardware for that in this quote. The turf is the width and length of the entire tunnel, and is unpadded to allow for easier storage. The vinyl back drop prevents balls from hitting walls and equipment beyond the netting behind the batter





Quote

Date	Quote #
12/9/2025	QT5430129

15 Pacella Park Dr, Suite 240
Randolph, MA 02368
Phn: 800.365.6171
Fax: 508.580.0211
www.OnDeckSports.com
800.365.6171

Bill To

Chris Carrig
ORR Athletic Boosters
P.O. Box 1089
Mattapoisett MA 02739

Ship To

Chris Carrig
Old Rochester Regional High School
135 Marion Rd
Mattapoisett MA 02739

Product Quote Expires	Shipping Quote Expires In	Sales Rep	Phone #
1/8/2026	5 days	Zac White	

Memo

Item	Quantity	Units	Description	Options	Rate	Amount
DIY Batting Cage Kit-12x14x70-NF-N/A	1		DIY 70‘ Batting Cage Kit - Net, Backdrop, Unpadded Turf, Hardware			3,143.99

Subtotal	3,143.99
Shipping Cost (Standard Shipping)	375.00
Total Tax	196.50
Total	$3,715.49

We look forward to doing business with you.

Customer returns will require an On Deck Sports return authorization number. In addition, such returns will be subject to a freight charge to return the product to On Deck Sports and a restocking fee.

On Deck Sports does not accept returns on used turf and certain custom products. For further details related to On Deck Sports return policies refer to our website at www.ondecksports.com/returns.

COURSE DESCRIPTION CHANGE

Updated Course Description for Architectural Design 2:

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

Architectural Design 2 is a project-based course that advances student skills in drafting, hand drawing, modeling, and design communication, emphasizing both technical proficiency and creative problem-solving. The first term is centered on the 12' x 12' Shed Design Project, where students simulate a real architectural workflow by producing detailed drawings, a SketchUp model, professional AutoCAD construction drawings, cost estimates, and a scaled balsa wood model. The focus in the second term shifts to Advanced Architectural Drawings, covering various project types such as commercial, urban redevelopment, foundation plans, and interior details, preparing students for industry standards.

New Course Proposal

Introduction to Interior Design

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

This hands-on, introductory course focuses on interior space planning, renovation, and residential design using professional software. Students utilize **Chief Architect** to create multiple three-dimensional models, including detailed renovation projects for kitchens and bathrooms, and a large master bedroom layout. The course culminates in the design of a complete multiple-story residential home, requiring the production of comprehensive documentation, including floor plans, electrical plans, trim details, material lists, and final renderings.

Change of credits, FROM HALF TO FULL YEAR

Environmental Interactions

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

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

Prerequisite: Successful completion of Biology

Forensics

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

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



PROGRAM OF STUDIES

2025-2026

Hello students,

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

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

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

Sincerely,



Michael Devoll
Principal

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COURSE LEVEL DESCRIPTIONS

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

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

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

Advanced Placement (AP) (Level 5) courses require a substantial amount of independent work. Coursework is equivalent to a semester college level class. The AP curriculum is designed for the AP exam. All students enrolled in Advanced Placement courses are required to complete the appropriate AP exam issued by the College Board. These exams are administered at the school in May. Failure to complete the appropriate College Board AP exams will result in weighting the particular course as "Honors", not "Advanced Placement". Colleges will be notified if such a change occurs.

COURSE SELECTION PROCESS

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

1. Counselors will be available to meet with you to discuss choices.
2. Teachers will initial your student course request card. Teacher recommendations for your placement provide valuable insight into the appropriate level or course that you may eventually take.
3. Parents should review your request card with you and sign it. If your parents have any questions, they should contact your subject teacher or counselor.
4. Your counselor will review your course requests, and individual appointments will be made with students as needed.
5. Academic schedules will be finalized for all students by the close of school the prior academic year. Students will not be allowed to add or drop courses following the last day of school. The only schedule changes that will be permitted will be level changes. A level refers to "level of difficulty" as in Honors, and College Prep. A level change will require the authorization of the Principal. Prior to authorizing a level change, the Principal may conduct a meeting with the student, parents, guidance counselor, and teacher to evaluate the appropriateness of the request. Level changes will not be permitted after term 1. Following the close of the previous school year, students will not be allowed to drop Advanced Placement Courses.

Please keep in mind the following when selecting your courses:

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

GRADUATION REQUIREMENTS

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

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

STUDENT PROGRAM REQUIREMENTS

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

PROMOTION

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

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

OLD ROCHESTER REGIONAL HIGH SCHOOL GRADUATION REQUIREMENTS

120 CREDIT REQUIRED

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

GRADUATION REQUIREMENTS

120 CREDIT REQUIRED

RECOMMENDED TESTS FOR COLLEGE ADMISSION	
PSAT	**SOPHOMORE** / **JUNIOR YEAR** - OCTOBER
SAT	**JUNIOR YEAR**: SPRING & **SENIOR YEAR**: FALL
ACT	**JUNIORS** and/or **SENIOR YEAR**
RECOMMENDED TESTS FOR HIGH SELECTIVE COLLEGES	
PSAT	**SOPHOMORE** / **JUNIOR YEAR** - OCTOBER
SAT	**JUNIOR YEAR**: SPRING & **SENIOR YEAR**: FALL
AP EXAMS	(AS REQUIRED)
ACT	**JUNIOR** and/or **SENIOR YEAR**

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

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

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

FINE ARTS GRADUATION REQUIREMENT

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

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

ART:

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

ENGLISH LANGUAGE ARTS:

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

SOCIAL STUDIES:

- Philosophy (half year)

MUSIC:

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

TECHNOLOGY:

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


ROCHESTER
MARION
MATTAPOISETT


AP Summer
Research Guest cards
Confed Statues
Hymn was his question?
Discuss research ? + perspective
Exit ticket
English 10A 3
Vocab #1 Quiz
2. Share poster symbols
3. Intro war letter
Create your claim + ethos, pathos, logos
English 10A 4,5
Vocab #1 Quiz
2. Share poster symbols
3. Intro war letter
Exit ticket → claim, ethos, pathos, logos
Honors English 10
Vocab Quiz #1
Work on Film Pitch
Objective: You will develop guiding research questions
Objective: You will apply Aristotle's means of persuasion to your draft letter decision
Objective: You will apply Aristotle's means of persuasion to your draft letter decision
Objective: You will collaborate to modernize The Crucible or The Scarlet Letter
HW
Read + annotate for take notes on) "Vanishing Voices"
HW
Fallen Angels p. 129-150 due next class
Vocab #2 due Tues 9/26
Quiz Th 9/28
HW
Fallen Angels p. 129-150 due next class
poster due next class
Vocab #2 due Wed 9/27
Quiz Fri. 9/29
HW
The Scarlet Letter blog ? due Th 9/21
Film pitch due Tues 9/19
Vocab #2 due Wed 9/27
Quiz Fri 9/29
"People never agree, but there are two many bad ones."
Kurt Vonnegut
How should we deal w/ confed statues/monuments?
Should any confederate legacy be celebrated?
Should monuments be taken down or just added to
Are Confederate symbols simply a part of history, or also reflect racism?
What can be considered a symbol of racism?
How is media influencing peoples opinions on the statue?
What does the confederate flag mean to different people based on where they live?
How do people's political opinions influence their views on removing the monuments?
Ms Hall
September 14, 2017
Day 3
3 Strikes Rules
1. Respect yourself + others
2. Come prepared (book + writing utensil)
3. No cell phones or backpacks (go right to #3)
SUP

AP CAPSTONE

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

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

AP CAPSTONE

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ADVANCED PLACEMENT SEMINAR

LEVEL 5 | 5 CREDITS | FULL YEAR | GRADES 10-11

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



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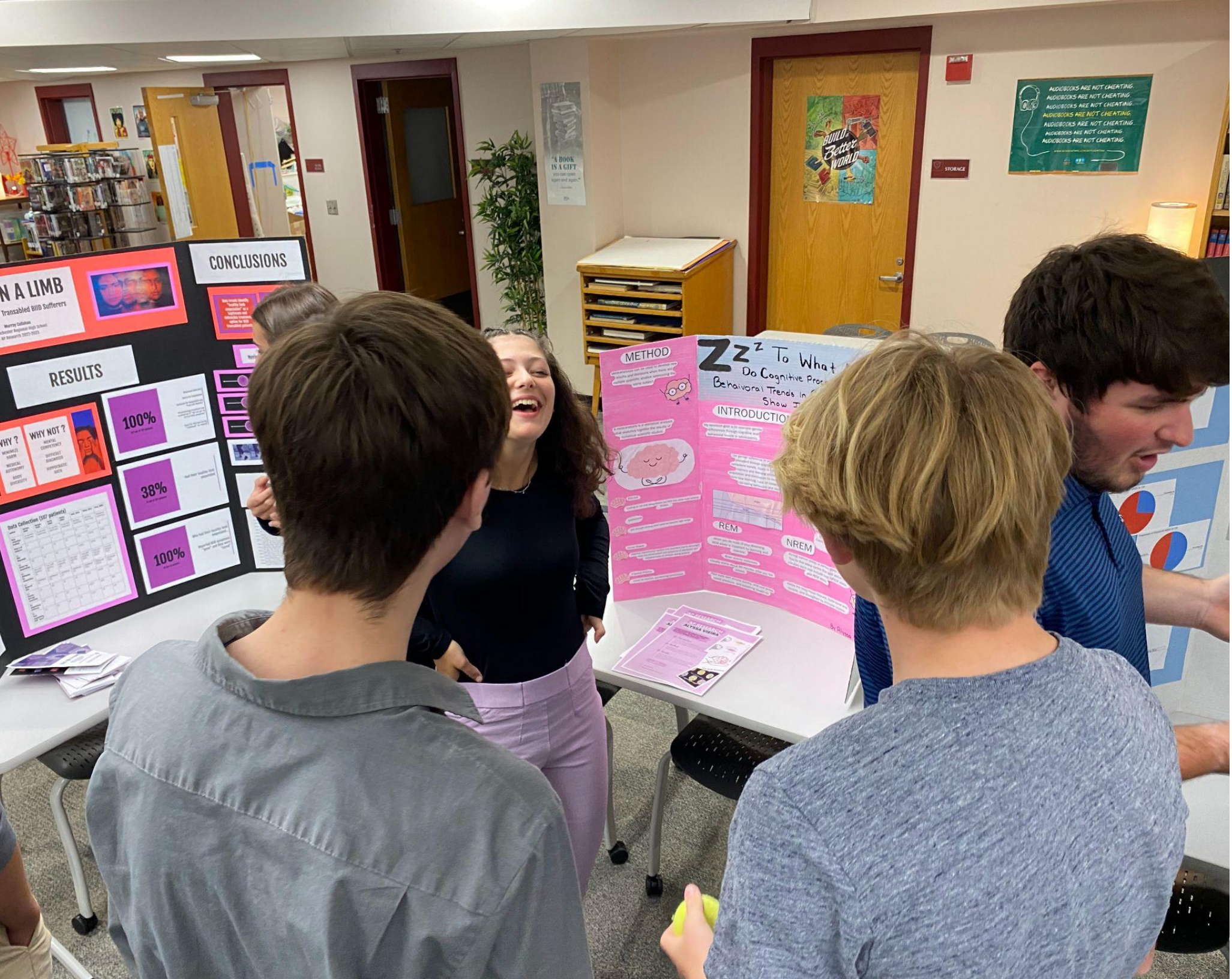
ADVANCED PLACEMENT RESEARCH

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

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

Prerequisite: Successful completion of AP Seminar.




CONCLUSIONS
RESULTS
100%
38%
100%
METHOD
INTRODUCTIO
REM
NREM
AUDIOBOOKS ARE NOT CHEATING.
STORAGE



ENGLISH DEPARTMENT

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

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

OR GRADUATION REQUIREMENTS

4 YEARS (9, 10, 11, 12)

ENGLISH

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

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

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

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

COURSE PROGRESSION

ENGLISH

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

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

*class may be taken more than once for credit.

ENGLISH

GRADE 9

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

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

What does the individual learn from success and from failure?

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ENGLISH 9

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9

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



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HONORS ENGLISH 9

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 9

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



GRADE 10

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

What is the purpose of storytelling?

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ENGLISH 10

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10

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



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HONORS ENGLISH 10

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 10

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

Prerequisite: Teacher recommendation



ENGLISH

GRADE 11

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

Is man inherently good or evil?

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ENGLISH 11

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11

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

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HONORS ENGLISH 11

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 11

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

Prerequisite: Teacher recommendation

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ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 11

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

Prerequisite: Teacher recommendation


26.2... Together!
ORRHS
Perseverance
Independent Research Report (IRR)
Team Multimedia Presentation and Defense (TMP)
Team Presentation Outline (TPO)
Performance Task 2 - completed by 4/13
Oral Defense (OD)
Individual Multimedia Presentation (INP)
A Capstone
QUEST
Question
Understand
Evaluate
Synthesize
Learn, Transform, Transmit
PUMA
Naked

ENGLISH

GRADE 12

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

Who am I?

What is my place in the universe?

Honors Credit in English 12

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

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

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

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

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

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

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ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 12

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

Prerequisite: Teacher recommendation



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ENGLISH 12A

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 12

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

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



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HONORS ENGLISH 12

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 12

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

Prerequisite: Teacher recommendation



ENGLISH

GRADE 12

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

See previous page for further information

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CREATIVE ENGLISH 12

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

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

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

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



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ENGLISH 12: MONSTERS, MURDER, & MADNESS

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

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



169

ENGLISH 12: MEDIA LITERACY

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

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

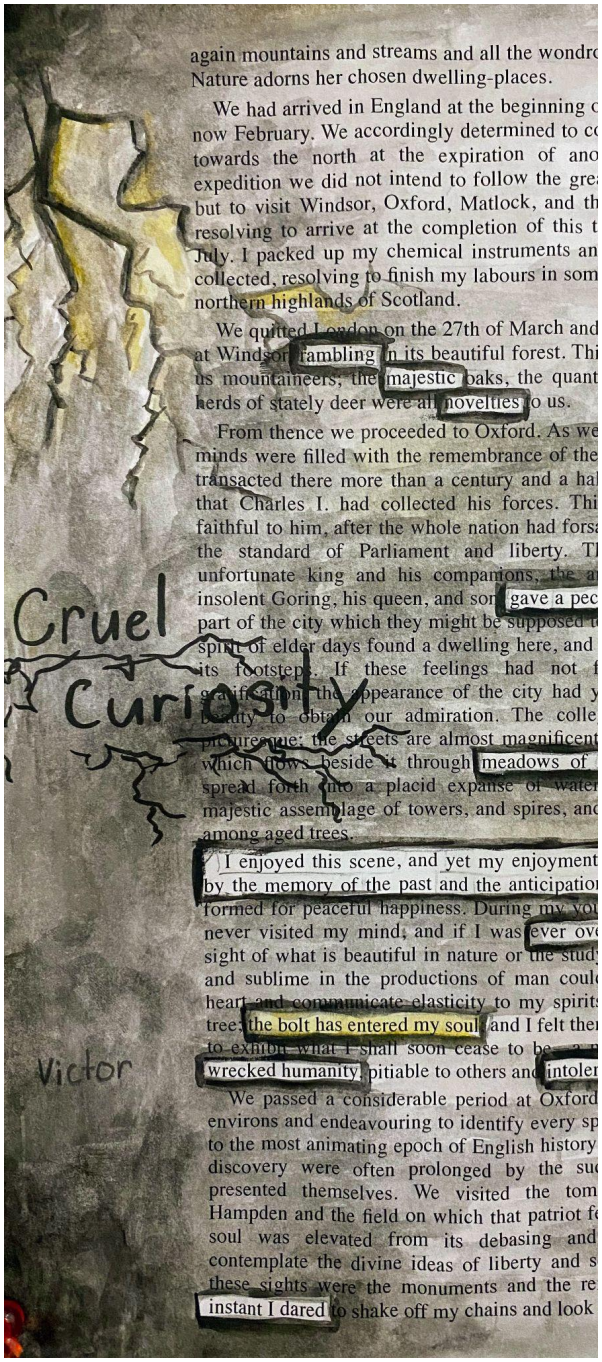


172

ENGLISH 12: MULTICULTURAL LITERATURE

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

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



ENGLISH

ELECTIVES

GRADES 9-12

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

*class may be taken more than once for credit.

168

JOURNALISM

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

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



174

MEDIA & POPULAR CULTURE

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

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



165
CREATIVE WRITING
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

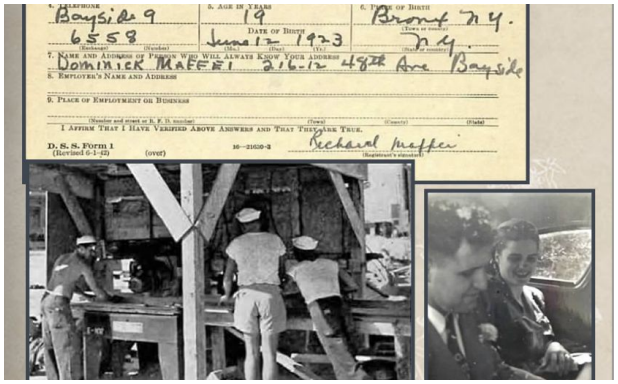
Do you love writing and want to practice your craft? Have you ever wanted to write a book? Do you want to be a published writer? In this half year English elective, you will write in a supportive workshop atmosphere. Throughout the course, you will develop your writing style as you explore the work of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

116
THEATER
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

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

156
GENEALOGY
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

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





161
SPORTS MEDIA
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

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

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

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

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


EINSTEIN
Honors Geometry

MATHEMATICS DEPARTMENT

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

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

OR GRADUATION REQUIREMENTS

4 YEARS

MATHEMATICS

It is our obligation to use available technologies as teaching tools if our students are to have every advantage and if they are to successfully attain their goals for college and careers in our technological world. Technology, however, should not be used to replace the knowledge of basic computational facts or algebraic manipulations. It should be used to enhance student learning and understanding, to simplify complex problems, and to provide students the opportunity to make connections between different mathematical representations.

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

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

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

COURSE PROGRESSION

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

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

MATHEMATICS

411
ALGEBRA I
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9
This course is designed for students who have a solid foundation of basic skills and wish to begin fulfilling mathematics requirements for college entrance. Much of your focus this year will be analyzing linear relationships through graphing, examining tables, and solving equations. In addition, you will explore quadratic and exponential functions and perform operations with polynomials. You will analyze data and write mathematical models to make predictions for real world situations. You will be expected to justify your reasoning verbally and in writing throughout the year. Extensions will lead to an informal understanding of radicals and connections to geometry. Upon completion of this course, you will be prepared for further study in Geometry and Algebra 2.

412
ALGEBRA LAB
PASS/FAIL | 2.5 CREDITS | FULL YEAR
GRADE 9
Students will enroll in this course concurrently with Algebra 1. Having a strong foundation in Algebra is important for future success in all math courses. Students will have more time to process and practice the new concepts that they are learning in their Algebra 1 course in a supportive, small group setting. You will have opportunities to explore concepts using different approaches: graphing calculator, software, hands on tools, and explorations. Students will engage in interesting problem-solving activities, use mathematics to model situations in the real world, and communicate what they are learning. This is a pass/fail course.

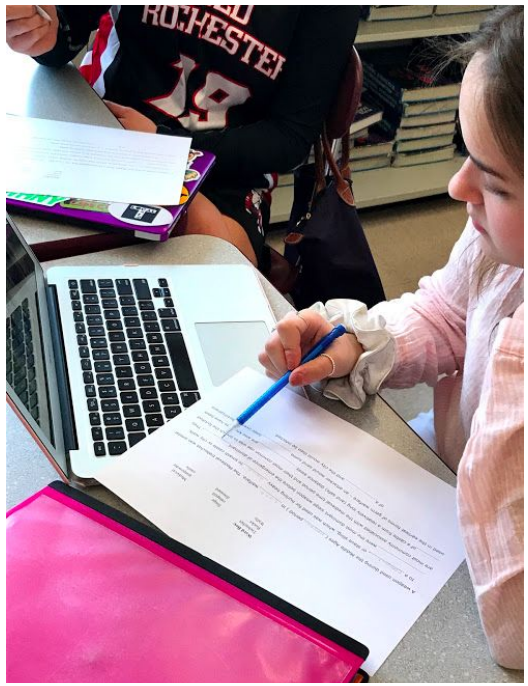
421
GEOMETRY
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-10
This course is designed for students who have successfully mastered the topics of Algebra I. You will apply your algebraic skills to geometric concepts. You will write informal proofs using logical reasoning in conjunction with geometric theorems and definitions. You will discover the relationships and properties of polygons and solids by exploring congruent and similar figures, parallel lines, and analytic geometry. Upon completion of this course, you will have knowledge of geometric concepts and an understanding of inductive and deductive reasoning.

Prerequisite: Successful completion of Algebra 1

410
HONORS GEOMETRY
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 9-10
This course is designed for students who have a mastery of algebraic skills. You will develop both inductive and deductive reasoning skills. Teacher presentations will be rigorous and demanding. You will construct formal proofs that focus on triangles, quadrilaterals, circles and other polygons. You will be introduced to analytic and transformational geometry. Upon completion of this course, you will have a solid foundation in Euclidean geometry.

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

425
GEOMETRY LAB
PASS/FAIL | 2.5 CREDITS | FULL YEAR
GRADE 10
Students will enroll in this course concurrently with Geometry. To maintain the strong foundation students have in algebra, you will apply algebraic knowledge to geometric concepts. Students will have more time to process and practice the new concepts that they are learning in their Geometry course in a supportive, small group setting. You will have opportunities to explore concepts using different approaches: graphing calculator, software, hands on tools, and explorations. Students will engage in interesting problem-solving activities, use mathematics to model situations in the real world, and communicate what they are learning. This is a pass/fail course.



436

FOUNDATIONS OF ALGEBRA II

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11

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

Prerequisite: Teacher recommendation required.



431

ALGEBRA II

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

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

Prerequisite: Successful completion of Algebra I

420

HONORS ALGEBRA II

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 10-11

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

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

461

FINITE MATHEMATICS

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 12

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

Prerequisite: Successful completion of Algebra II.

444

ADVANCED ALGEBRA WITH PRECALCULUS

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

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

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

MATHEMATICS

445
PRECALCULUS
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12
In this course you will explore and solve real world applications of various functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. You will look deeply at all aspects of trigonometry including triangles, the unit circle, periodic functions, identities, and analytic geometry. You will continue to strengthen your algebraic manipulation skills. Mathematical thinking, including work with proof and logic, will be a theme throughout the course.

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

430
HONORS PRECALCULUS
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12
Honors Pre-calculus is a rigorous course intended for students preparing to take AP Calculus in high school or calculus in college. You will explore and solve real world applications of various functions including polynomial, rational, exponential, and logarithmic and trigonometric functions. You will take an in-depth look at all aspects of trigonometry including triangles, the unit circle, periodic functions, identities, vectors and analytic geometry. Additional topics include sequences, series, conic, probability and limits. If you are planning a career in mathematics, science, engineering, or related fields, you should consider this course.

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

441
CALCULUS
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 12
This course is designed for students who have strong algebra skills and a good understanding of polynomial, exponential, logarithmic and trigonometric functions. Manipulations and applications of limits, derivatives and integrals will be introduced to you at a basic level. You will solve problems with and without graphing calculators.

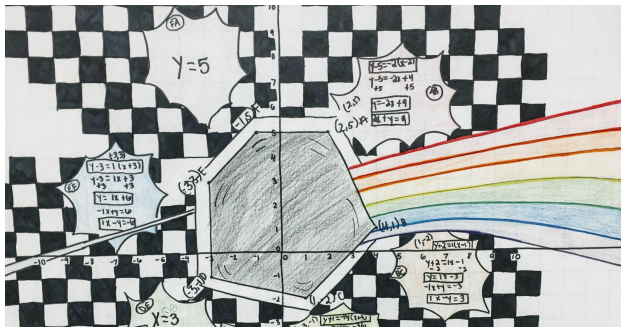
Prerequisite: A grade of B or better in Precalculus. Teacher recommendation required

440
ADVANCED PLACEMENT CALCULUS AB
LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 12
This course is designed for students who have a thorough knowledge of college preparatory mathematics, including algebra, analytic geometry, and trigonometry. You will manipulate and compare graphical, numerical and algebraic representations in differential and integral calculus. You will explore, in depth, the rate of change in functions and area under curves. The course focuses on conceptual understanding and critical thinking skills. You will solve problems with and without a graphing calculator.

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

439
ADVANCED PLACEMENT STATISTICS
LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 11-12
This course is designed for students who will take this course as an elective after having completed Algebra II Honors or Precalculus. You will experience a college level, introductory course in statistics. You will explore data by describing patterns and departures from patterns, analyze sampling distributions, plan and conduct a study, and explore random phenomenon using probability and simulation. Statistical inference provides the methods to help you estimate population parameters and draw conclusions about a population from sample data. With the increased emphasis in the use of statistics in all departments at the college/university level, there is a high expectation that all majors will benefit from the topics and the problem solving strategies introduced by a course in statistics. The AP Statistics syllabus will be followed.

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



466

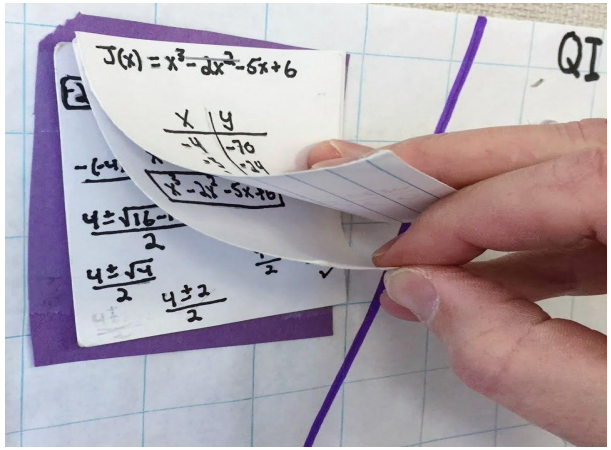
STATISTICS

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADE 11/12

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

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



467

PEER MATHEMATICS SUPPORT

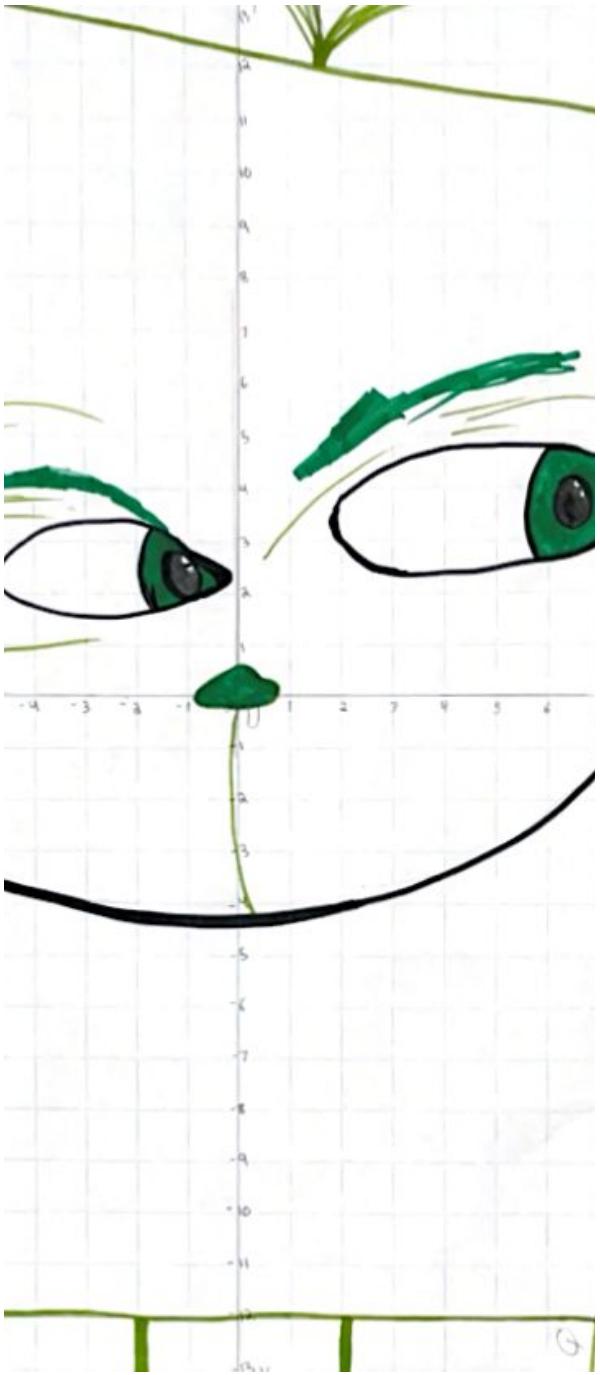
LEVEL 3 | 5 CREDITS | FULL YEAR

GRADE 11/12

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

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

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





SCIENCE & TECHNOLOGY DEPARTMENT

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

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

OR GRADUATION REQUIREMENTS

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

SCIENCE & TECHNOLOGY

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

- In College Preparatory courses, you are expected to work on laboratory investigations and use previously learned concepts and skills to analyze and evaluate data, but with more instructor input and guidance.

- In Honors courses, you are expected to work on laboratory investigations with minimal assistance from the instructor and use concepts and skills previously learned to analyze and evaluate information as well as design and create new hypotheses.

- In Advanced Placement courses, you are expected to meet the standards of those in Honors level. You will be required to complete a substantial amount of independent work including a lengthy summer assignment. Coursework is equivalent to an introductory college level course. You will be prepared for and expected to take the AP exam.

COURSE PROGRESSION

SCIENCE & TECHNOLOGY

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

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

COURSE PROGRESSION

SCIENCE & TECHNOLOGY

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

COURSE PROGRESSION

SCIENCE & TECHNOLOGY

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

SCIENCE & TECHNOLOGY

CORE CLASSES

GRADE 9
- Biology

GRADE 10
- Chemistry *
- Honors Chemistry*
- Marine Biology*
- Field Biology and Natural History

*Recommended for college bound students

521
BIOLOGY (LAB)
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9
In this course, you will examine the many variations in the fundamental theme of life and the individual's role in the biosphere. Coherence of concepts is achieved by structuring the materials around a series of major topics. We will discuss science as inquiry, evolution, regulation and homeostasis, diversity of types and unity of pattern; the complementary relationship between organisms and environment; differentiation of structure and function; genetic continuity of life; biological basis of behavior; and the history of biological concepts. You will demonstrate understanding of the scientific method by collecting and analyzing data during lab investigations. At the end of the ninth grade, you are required to take the Biology MCAS examination.

520
HONORS CHEMISTRY (LAB)
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 10-12
The purpose of this course is to give you an introductory knowledge of the broad concepts and models upon which modern chemistry rests and enough of the traditional chemistry course to understand the everyday chemical world. The course employs the inquiry approach and the scientific method. Emphasis is placed on mathematical problem solving and student-conducted demonstrations.

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

532
CHEMISTRY (LAB)
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12
This course in elementary chemistry is designed to satisfy, in part, the laboratory science graduation requirement, and to serve as the subject matter basis for more advanced science courses. Successful completion of Algebra I is required. You will consider two essential questions in this class: (l) what are the varieties of material substances in the world? (2) What are the types of changes these substances undergo? Subject matter is developed around 45-50 laboratory investigations. Assessment of student performance is based on (a) Student laboratory reports, (b) Examinations (based on the laboratory reports), (c) Efficiency of lab time utilization (d) Independent research. You will be expected to create hypotheses, to write and reason logically, and to test hypotheses by well thought out study of experimental data. The Socratic (questioning) Method is used by the instructor to involve students actively in the processes of learning. The subject matter is interrelated with global and local considerations whenever possible. Sources include: *Addison-Wesley Chemistry*, and a variety of other texts are used as sources of specific information. Scientific journals, and Internet sources are used as appropriate to enrich sources for learning.



ELECTIVES

GRADES 10

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

GRADES 11-12

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

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

543

FIELD BIOLOGY AND NATURAL HISTORY

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10

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

Prerequisite: Successful completion of biology.



541

PHYSICS (LAB)

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

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

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

550

HONORS PHYSICS (LAB)

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

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

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

SCIENCE & TECHNOLOGY

ELECTIVES

GRADES 10

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

GRADES 11-12

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

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

511

EARTH SCIENCE (LAB)

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

Earth Science is an introductory science course. You will not need any prerequisites, but having completed chemistry would be helpful. In this class, you will answer the following Essential Questions: 1. What is the relationship of the Earth to the remainder of the Universe? 2. By which natural forces was the Earth formed? 3. Since formation, what were the forces that have shaped the surface of the Earth? 4. What processes produce the variations of weather and climate over the surface of the Earth? You will shape a personal viewpoint by means of a series of individual and group projects –both laboratory, and synthetic/analytic studies of information collected from many sources. Assessments of your progress in the class will be made by self-centered evaluations of your own work, active participation in group discussions, formal presentations, laboratory reports and examinations. The textbook is *EARTH SCIENCE*, published by the Glencoe Company in cooperation with the National Geographic Society. However, first hand experiences are valued over readings whenever possible.

587

ENVIRONMENTAL INTERACTIONS (LAB)

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

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

Prerequisite: Successful completion of Biology



515

MARINE BIOLOGY (LAB)

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

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

Prerequisite: successful completion of Biology



590

FORENSICS

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

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

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



588

HONORS FORENSIC SCIENCE (LAB)

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

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

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

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

SCIENCE & TECHNOLOGY

589
GENETHICS
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
The field of genetics is growing rapidly with the introduction of new techniques such as genetic modification of organisms, cloning, DNA testing, and CRISPR gene editing. In this course, students will study the scientific principles behind these techniques and discuss the social, ethical, and legal considerations that arise from each. The course will begin by reviewing the genetic and molecular basis of heredity and how the different molecular laboratory techniques are performed. Students will then research the ethical implications of the techniques through the use of news articles, case studies, and documentaries. Students will debate the pros and cons of each technique in both writing and class discussions. Assessment will be based on students' ability to understand the genetic principles and to support their ethical claims with evidence.

573
INTRODUCTION TO EPIDEMIOLOGY
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
Epidemiology is the branch of medicine that deals with the incidence, distribution, and possible control of diseases and other factors relating to health. Learn about infectious and non-infectious diseases, the role they take in societies, and health care systems around the world.

527
HUMAN ANATOMY AND PHYSIOLOGY A 1 (LAB)
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12
Want to learn more about yourself as a living organism? In this course you will discover how the structure of the human body is related to its function. If you are interested in pursuing a health-related career you should enroll in this course. Activities will include laboratory experiments and dissections, cooperative learning projects, field trips to health-related facilities, and guest speakers from the medical profession and community service projects.

548
HONORS HUMAN ANATOMY AND PHYSIOLOGY 2 (LAB)
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 12
This course is a continuation of Honors Human Anatomy and Physiology I. Students will continue their discovery of the human body through lab experiments, dissections, research projects, engagement in cooperative learning activities, and investigations of relevant diseases. Students will also learn valuable study skills and techniques. This is a valuable course if you are interested in pursuing a health-related career. This course will include topics such as the cardiovascular system, nervous system, respiratory system, endocrine system, lymphatic and immune system, and reproductive system.

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

530
HONORS HUMAN ANATOMY AND PHYSIOLOGY 1 (LAB)
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12
How does the structure of the human organism relate to its function? You will discover how your organs and organ systems are responsible for your health and well being in this quick-paced, in-depth study of Human Anatomy and Physiology. You will perform lab experiments and dissections, develop research projects, and engage in cooperative learning activities to attain your knowledge. Application of your knowledge will be realized during visits to Health-related facilities or as you listen to guest lectures given by medical professionals from our local area hospitals. This is a valuable course if you are interested in pursuing a health-related career.

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

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



540
HONORS ORGANIC CHEMISTRY (LAB)

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

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

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

580
ADVANCED PLACEMENT CHEMISTRY (LAB)

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

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

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

586
ADVANCED PLACEMENT PHYSICS 1

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

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

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





SCIENCE & TECHNOLOGY

575

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (LAB)

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

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

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

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

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

570

ADVANCED PLACEMENT BIOLOGY (LAB)

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

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

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

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





TECHNOLOGY AP & ELECTIVES

GRADES 9-12

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

GRADES 10-12

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

GRADES 11-12

- Architectural Design 4

750

COMPUTER SCIENCE FOR ALL

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

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



751

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 9-12

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

755

ADVANCED PLACEMENT COMPUTER SCIENCE A

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

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

Prerequisite: Completion of AP Computer Science Principles

749
INTRODUCTION TO CAD
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

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

756
INTRODUCTION TO 3D DESIGN
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

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



752
GAME DESIGN & DEVELOPMENT 1
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

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

Prerequisite: Completion of Computer Science for All or AP Computer Science Principles

786
GAME DESIGN & DEVELOPMENT 2
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12

Game design and development II is a continuation of the game design experience and programming skills gained in Introduction to Game Design. In this section, students will continue to brainstorm, prototype, test, and build original games using Unreal Engine 4. While this course requires programming skills, those who successfully completed Introduction to Game Design have all of the skills required for this class. Games in this section will include more advanced features such as role-playing game elements and abstract games.

Prerequisite: Successful completion of Game Design and Development 1

704
MULTIMEDIA DESIGN
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

This course is a general introduction to the most usable digital media tools and strategies for high school students. Topics and tools will help you create awesome digital products that can be used as a part of a digital portfolio, to complete a project in another course, or simply out of personal enjoyment.

Topics in this class include website design, graphic design, photo editing, digital illustration, and digital animations. This class does meet the ORR art requirement.

751
WEB DESIGN AND DEVELOPMENT 1
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12

This course is designed to start you on a path toward future studies in web development and design. By the end of this course you'll be able to describe the structure and functionality of the world wide web, create dynamic web pages using a combination of HTML, CSS, and JavaScript, apply essential programming language concepts when creating web page interactivity, and learn how to publish your web pages. By the end of the course, you will have developed working models for personal interests, business, and personal portfolio websites.

Prerequisite: Completion of Computer Science for All or AP Computer Science Principles

SCIENCE & TECHNOLOGY

756

ARCHITECTURAL DESIGN 1

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

Architecture is a half-year hands-on course that meets the Arts graduation requirement. Students will research the theory, history, principles and practice of architectural styles, and eras. The role of design professionals such as interior designers, landscape architects, and engineers. Students will learn the fundamentals of SketchUp, (a three-dimensional design software program) to plan and design a framing model for a garage/workshop. Students will also use AutoCAD to create period-specific architectural pieces, floor plans, and elevation models of various structures.

In order to maximize your potential in this course, it is recommended that you take the Introduction to CAD course prior to taking Architectural Design 1.

784

ARCHITECTURAL DESIGN 2

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

Architecture 2 is a half-year hands-on course that meets the Arts graduation requirement. In the first half of the class, students will use the software Chief Architect to design multiple three-dimensional models of a kitchen renovation, a bathroom renovation, and a layout for a large master bedroom design. In the second half of the class, students will design a multiple story home complete with floor plans, trim, roof, framing model, material list, kitchen plans, electrical plans, and final rendering.

Prerequisite: Successfully completed Architectural Design 1

790

ARCHITECTURAL DESIGN 3

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

Architectural Design 3 is a half-year, hands-on course tailored for students aspiring to pursue architecture at the post-secondary level. The first segment focuses on skill advancement through the use of SketchUp and AutoCAD, enabling students to generate prints and elevation models for a tiny home trailer design. After completing the floor plans and a 3D model, students will construct a scaled model using balsa wood. The latter part of the course will be on introducing students to the building information software Revit. Students will learn the essential skills needed for successful use of Revit. Emphasis will be on reinforcing skills aligned with 21st-century learning standards, providing a comprehensive foundation for students interested in the field of architecture.

Prerequisite: Successfully completed Architectural Design 2

794

ARCHITECTURAL DESIGN 4

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

Architectural Design 4 is a half-year hands-on course designed for students aspiring to pursue architecture at the post-secondary level. Explore the world of architectural design through the lens of Autodesk Revit! This course will equip students with the essential skills and knowledge to conceptualize, design, and model stunning buildings using industry-standard software. Through interactive projects and hands-on learning, you'll master the tools of Revit, from creating 3D models and floor plans to generating realistic renderings and construction documentation. Develop your design thinking, creativity, and problem-solving skills as you translate your architectural vision into a digital reality.

Prerequisite: Successfully completed Architectural Design 3



795
INTRODUCTION TO ELECTRONICS & ROBOTICS 1
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
Welcome to Intro to Electronics and Robotics 1 - a hands-on experience using electronics and Arduino Programming. This course introduces students to electrical engineering principles and programming. In this course, we will be covering electrical tools, circuits, board soldering, and Arduino programming. Students will master essential skills through hands-on experiences, enabling them to innovate at the intersection of electronics and programming. Get ready for a journey that combines creativity, problem-solving, and technical expertise in Arduino Engineering!

782
ROBOTICS ENGINEERING 2
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
This course is a continuation of Robotics Engineering 1 and is meant to expand on the mechanical engineering and programming skills of the first course. The course will continue to use the C-based programming format to challenge students at a higher level. Sample projects include a remote control rover bot, a pick and place robot, and a humanoid style robot.

Prerequisite: Successful completion of Introduction to Electronics and Robotics 1.

796
ROBOTICS ENGINEERING 3
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
This course is a continuation of Robotics Engineering 2 and is meant to expand on the mechanical engineering and programming skills of the first course. The course will continue to use the C-based programming format to challenge students at a higher level. Sample projects include a remote control rover bot, a pick and place robot, and a humanoid style robot.

Prerequisite: Successful completion of Robotics Engineering 2.

779
ENGINEERING DESIGN 1
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-10
Through project-based design and hands-on learning, you will apply 21st-century learning standards. Emphasis will be placed on the investigation, collaboration, creativity, and application of engineering principles and problem-solving skills necessary to create solutions to an engineering design problem. The engineering design process will be applied to various construction and transportation system modules. You will also learn how to incorporate 3D engineering modeling software into each of your project designs. Learn how to build a Co2 Dragster, make a vehicle from a mousetrap, design and launch rockets with a recovery system, and design a model hovercraft.

Prerequisite: Successful completion of Introduction to 3D Design.

780
ENGINEERING DESIGN 2
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
This is an upper-level hands-on course intended for students planning to pursue engineering at the post-secondary level. Students will continue to advance their skills by using the engineering design process as a guide to solving a variety of technical challenges. Students will be exposed to post-secondary engineering course concepts including mechanical systems, power and energy systems, electrical systems, and aeronautical principles. Sample projects will include paper planes, gliders, powered planes, and cranes. Skills for 21st-century learning standards such as critical thinking, creativity, collaboration, and communication will be emphasized and reinforced.

Prerequisite: Successful completion of Engineering Design 1.

789
ENGINEERING DESIGN 3
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12
This is an upper-level hands-on course intended for students planning to pursue engineering at the post-secondary level. Students will continue to advance their skills by using the engineering design process as a guide to solving a variety of technical challenges. Students will be exposed to post-secondary engineering course concepts including mechanical systems, power and energy systems, electrical systems, and hydraulic systems along with materials testing. Sample projects will include a hydraulic 3-axis robot, (UROV) Underwater Remotely Operated Vehicle Skills for 21st-century learning standards will be emphasized and reinforced.

Prerequisite: Successfully completed Engineering Design 2.

SCIENCE & TECHNOLOGY

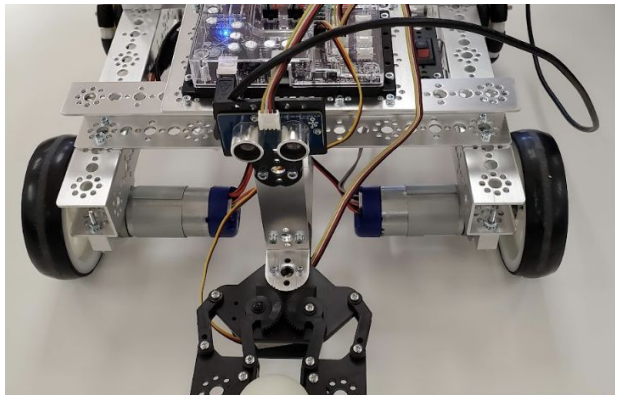
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CYBERSECURITY 1

LEVEL 3 | 2.5 credits | HALF YEAR
GRADES 10-12

Cybersecurity 1 is a course designed to introduce high school students to the foundations of cybersecurity. The course covers topics such as networking basics, networking devices and initial configuration, and an introduction to endpoint security. In the networking module, students will learn about the different types of networks and how data is transmitted across them. In the networking devices module, students will learn about the different types of networking devices and their functions, including routers, switches, and firewalls. In the endpoint security module, students will learn about the various types of threats that exist to user's devices and how to protect against them. Throughout the course, students will have the opportunity to apply their knowledge through hands-on, authentic activities and lab exercises focusing on threats to networks and devices. Upon completion of the course, students will have a strong foundation in cybersecurity principles.

Prerequisite: Completion of Computer Science for All or AP Computer Science Principles



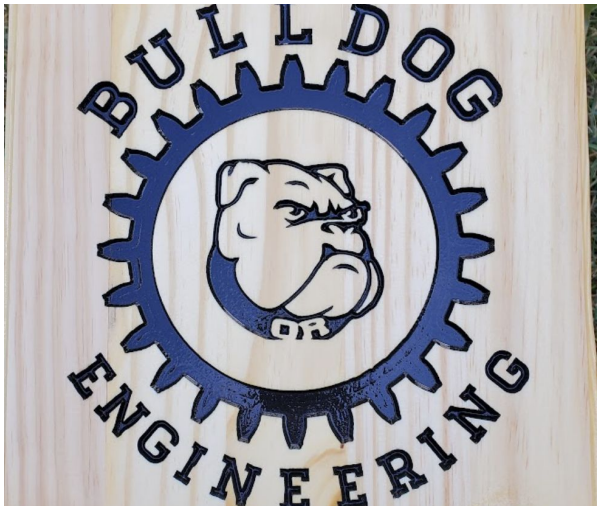
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CYBERSECURITY 2

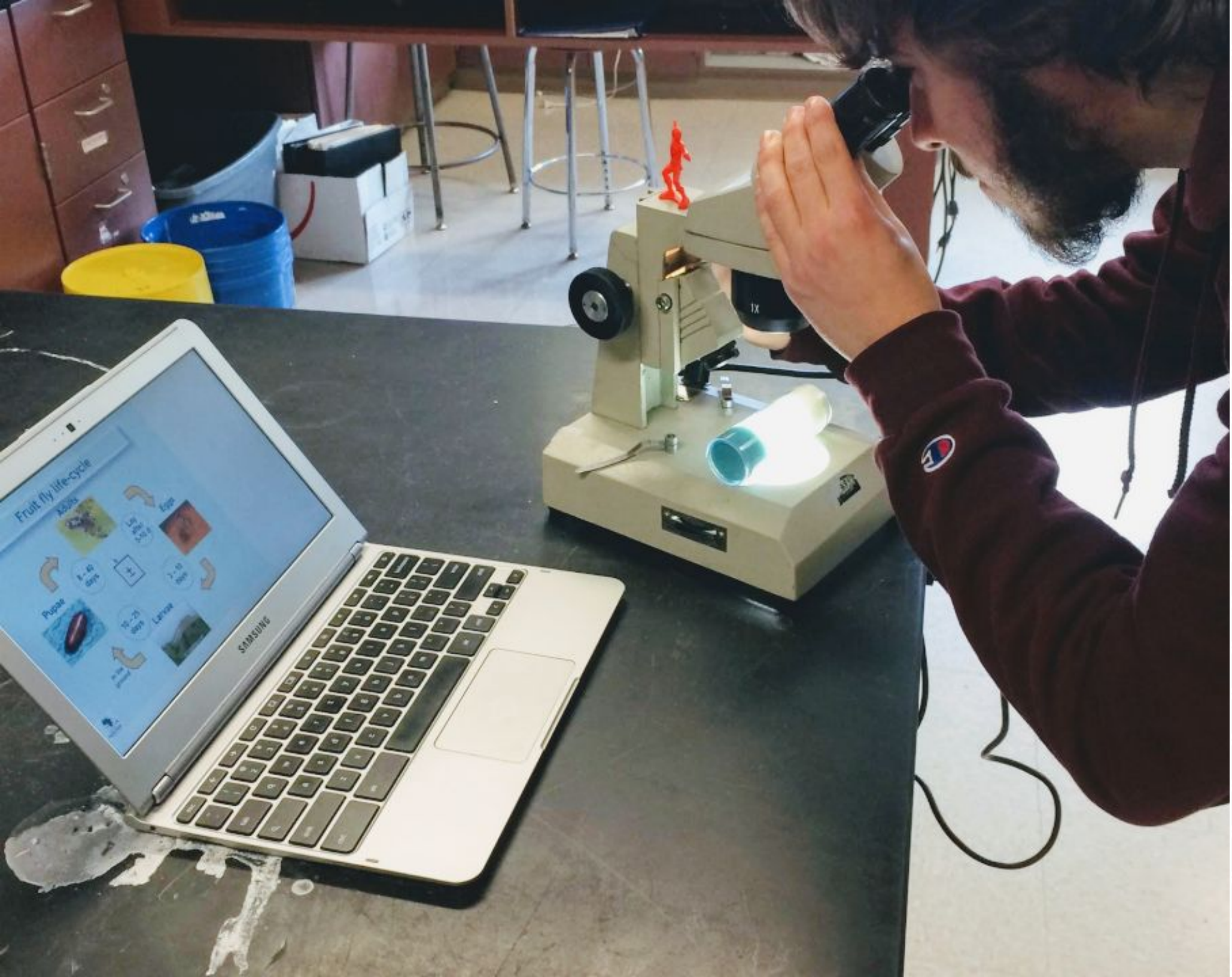
LEVEL 3 | 2.5 credits | HALF YEAR
GRADES 10-12

Cybersecurity 2 is a course designed to build upon the foundational knowledge of cybersecurity learned in Cybersecurity 1. The course covers advanced endpoint security, network attacks and defense, and cyber threat management. In the advanced endpoint security module, students will learn how to assess and secure networks, operating systems, and endpoints. In the network threats and defense module, students will learn about the tools and techniques used to protect a network, including access control, firewalls, and cryptography. In the cyber threat management module, students will learn about governance in cybersecurity and threat management, including how to develop policies and manage risks. Upon completion of the course, students will have a strong understanding of advanced cybersecurity principles.

Prerequisite: Completion of Cybersecurity 1






Fruit fly life-cycle
Adults
Eggs
Pupae
Larvae
SAMSUNG
1X



SOCIAL STUDIES DEPARTMENT

Social Studies is the integrated study of the social sciences and humanities. The goal of Social Studies educators is to respect and support the dignity of the individual, the health of the community, and the common good of all. The Old Rochester Regional School District Social Studies curriculum prepares students to be successful participants in their social, political, intellectual, cultural, and economic environments.

"History is philosophy teaching by examples."
Thucydides, The History of the Peloponnesian War

OR GRADUATION REQUIREMENTS

3 YEARS (World History and U.S. History I & II)

SOCIAL STUDIES

Through the study of History, Geography, Economics, Government and Civics student should:

- Develop lifelong learning skills
- Be aware of their place in the global community
- Develop the skills and attitudes necessary to be responsible, informed and active citizens
- Understand the increasing number of ways they are linked to other peoples, countries, and economies
- Understand connections among important historic events, themes, and issues and the role the past has played in shaping the present
- Recognize important information regarding the physical environment, location and place, regional features, demographic trends, and the relationship between people and environment
- Learn to resolve disagreements, reduce conflict, and prevent violence

The required courses are World History and Geography, United States History I, and United States History II. Courses in the Social Studies Department reflect the Standards of the Massachusetts History and Social Science Curriculum Frameworks as well as the Old Rochester Regional High School Mission Statement and Expectations for Student Learning.

In order to continue in Honors, or AP social studies courses, you should have an average of C or higher in the previous year's course at the same level, and a teacher recommendation. In order to advance to a higher academic level you should show mastery of the curriculum in your current class and have a teacher recommendation.

COURSE PROGRESSION

SOCIAL STUDIES GRADUATION REQUIREMENTS				
GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADES 11
7th grade Social Studies	8th grade Social Studies	World History and Geography Honors World History and Geography	United States History I Honors United States History I	United States II Honors United States History II AP United States History

ELECTIVES - SOCIAL STUDIES DEPARTMENT
GRADES 11 - 12
Economics (half year) Honors Economics AP European History (grades 10-12) AP Human Geography (grades 10-12) AP Psychology 1960s and Beyond (half year) Civics and Financial Literacy (half year) Global Issues (half year) History through Film (half year) Introduction to Psychology (half year) Introduction to Sociology (half year) Law and the Legal System (half year) Local History/Honor Local History (half year) Modern American Politics and Government (half year) Philosophy (half year)

SOCIAL STUDIES

GRADUATION REQUIREMENTS

GRADE 9
- World History and Geography
- Honors World History and Geography

GRADE 10
- United States History I
- Honors United States History I

211
WORLD HISTORY AND GEOGRAPHY
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9
This course is designed for the college-bound student. In this course, you will engage in a comprehensive study of world development from the 19th century to the present. Your focus will be on European expansion and development as it impacts both Western and Eastern cultures. In this course, you will cover concepts such as revolution, nationalism and imperialism and their effect on the world during this period. The focus during the 20th Century will be on the World Wars, the United States' involvement, development and responsibilities as a global power.

210
HONORS WORLD HISTORY AND GEOGRAPHY
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 9
This course is designed for the most able college bound student. In this course, you will engage in an intensive and comprehensive study of world development from the 19th century to the present. Focus will be on European expansion and development as it impacts both Western and Eastern cultures. In this course, you will stress concepts such as revolution, nationalism and imperialism and their effect on the world during this period. The focus during the 20th Century will be on the World Wars, the United States' involvement, development and responsibilities as a global power. Extensive independent readings and research are required.

Prerequisite: Teacher recommendation required.

221
UNITED STATES HISTORY I
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10
This course is designed for the college bound student. In this course, you will cover the same content as the Honors level course, but differ in the depth of study and the interdisciplinary approach used in the Honors course. This course will cover the period of United States History from the Colonial Era through the Second Industrial Revolution. In addition to the content associated with this era of history, you will utilize and apply historical thinking skills including perspective, causation, comparison, and analysis of primary and secondary source material. Our republican government, national heritage, and critical thinking skills will be stressed.

220
HONORS UNITED STATES HISTORY I
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 10
This required course is designed for the most able college bound student with a strong interest in history. In this course, you will go into depth concerning the domestic issues and development of our country from Age of Exploration through the Second Industrial Revolution. In addition to the content associated with this era of history, students will utilize and apply historical thinking skills including perspective, causation, comparison, and analysis of primary and secondary source materials. Substantial outside reading assignments, research papers, and oral presentations will be required of all students.

Prerequisite: Successful completion of Honors World History or teacher recommendation

GRADUATION REQUIREMENTS

GRADE 10

- United States History II
- Honors United States History II

231

UNITED STATES HISTORY II

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11

This course is designed for the college bound student. In this course, you will cover the same content as the Honors level course, but differ in the depth of study and the interdisciplinary approach used in the Honors course. In this course, you will cover the period of United States History from the Era of Imperialism to the present. Students will be required to complete a formal research paper and read primary sources. Basic Social Studies skills as well as critical thinking will be reinforced. In addition to the content associated with this era of history, students will build upon the historical thinking skills found in U.S. History I as well as the concept of continuity and change.

Prerequisite: Successful completion of United States History I.

230

HONORS UNITED STATES HISTORY II

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 11

This required course is designed for the most able college-bound students with a strong interest in history. In this course, you will go into depth concerning the domestic issues and development of our country from the Era of Imperialism to the present. In addition to the content associated with this era of history, students will build upon the historical thinking skills found in U.S. History I as well as the concept of continuity and change.

Prerequisite: Successful completion of Honors United States History I and teacher recommendation

236

ADVANCED PLACEMENT UNITED STATES HISTORY

LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 11

This course will provide you with an intensive study of United States History from the Era of Imperialism to the present. This program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Emphasis will be placed on primary sources, research and essay writing.

Prerequisite: Successful completion of the United States History I and teacher recommendation.



SOCIAL STUDIES

ELECTIVES

GRADES 9-12
- *AP Human Geography

GRADES 10-12
- *AP European History

*Offered in alternating years

GRADES 11-12
- Honors Economics
- AP Psychology

GRADES 11-12
HALF YEAR
- 1960s and Beyond
- Civics and Financial Literacy
- Global Issues
- Economics
- History through Film
- Introduction to Psychology
- Introduction to Sociology
- Law and the Legal System
- Local History/Honor Local History
- Modern American Politics and Government
- Philosophy

239
ADVANCED PLACEMENT EUROPEAN HISTORY
LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 10-12
In AP European History, you will explore the modern history of Europe. The goals of the AP European History course is for you to gain knowledge of basic chronology and of major events and trends from approximately 1450 to the present, and to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding in writing.

Prerequisite: Teacher recommendation

257
ADVANCED PLACEMENT HUMAN GEOGRAPHY
LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 9-12
This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). AP Human Geography prepares students for 20 different academic majors and 71 different career options.

Prerequisite: Teacher recommendation

268
ECONOMICS
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
Economics is a half-year elective for grade twelve, college preparatory students. The course is designed to familiarize you with the vocabulary, concepts, and skills within the social science of economics. The course will engage students to begin to think like economists. It will present economic tools and skills to promote success beyond the classroom. The course is divided into three units: economic thinking, microeconomics, and personal finance. Within each unit some material will be covered in depth, while other material will be presented as an overview. Throughout the semester a variety of instructional strategies will be used including, but not limited to, simulations and collaborative learning opportunities.

249
HONORS ECONOMICS
LEVEL 4| 5 CREDITS | FULL YEAR
GRADES 11-12
This course is designed primarily for seniors who are college bound and are interested in careers such as business, finance or government. You will study content dealing with basic economic issues, systems and growth. Focus will be on the internal workings of our market system. Units of study include: competition in the market, income and spending, economic institutions, measuring economic change, national economic goals, the role of government, monetary policy and the federal budget. This course will equip you with the basic skills and vocabulary for courses of study at the introductory college level.

Prerequisite: Teacher recommendation

246

ADVANCED PLACEMENT PSYCHOLOGY

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

In AP Psychology, you will be exposed to a yearlong survey of psychology equivalent to an introductory course at the college level. You will analyze theories and research studies in preparation for the AP Psychology exam in May. A wide variety of topics are covered in the following fields: the history and science of psychology, biological psychology, human development, personality, intelligence, abnormal disorders, learning, memory, consciousness, motivation and emotion, perception, and social psychology.

Prerequisite: Teacher recommendation

244

INTRODUCTORY PSYCHOLOGY

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

Introductory Psychology is a one-semester course designed to explore the field of psychology. You will investigate such areas as human development, theories of learning, interpersonal relations, normal and abnormal behavior, personality, intelligence, emotions, social behavior, and current studies in the field of psychology. Reading assignments in related areas of the student's choice, participation in classroom and field experiments, and a series of programmed tapes and films complete the course. The course is designed to help you better understand the factors that contribute to the formation of human behavior and to better understand themselves.

251

HISTORY THROUGH FILM

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

This course examines US History through the lens of dramatic cinema. It involves a study of both cinematic structure and historical accuracy in film. You will learn significant aspects of filmmaking as well as historiographical skills in assessing source material through examination of primary source materials, historical interpretations and cinematic interpretations. The course will allow you to develop skills in assessing and interpreting the source material as well as interpreting the cinema as it represents history. In this course you will first learn some of the different movie-making techniques, including direction, cinematography, production design, lighting, film acting and editing. You will learn historical viewpoints on a period or event and then analyze several historically based films utilizing these skills.

262

MODERN AMERICAN POLITICS AND GOVERNMENT

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

Presidential Elections are every 4 years, Congressional elections every 2, and local elections take place every year in the thousands of towns and cities throughout the United States. We live in a civil society that demands awareness of the means of governance to address the numerous national concerns. This course will educate you on the political challenges facing the modern United States and the political foundations for which the answers to those challenges will be found.

245

INTRODUCTORY SOCIOLOGY

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

Introductory Sociology is a one-semester course divided into two separate quarter courses: in the first quarter, you will learn about Sociology, Culture, and Society; in the second quarter, you will learn about the Individual in Society. Sociology is basically the study of human relationships. Students who have taken this course should be better able to deal with social relationships they experience daily. Also, you will develop a sociological perspective of yourself and your environment. You should be able to live a more effective life as a part of your social world. The course will include films on contemporary issues, research and experiments, outside readings, group projects and discussions. This course is appropriate for both the non-college and college bound student.

213

LAW AND THE LEGAL SYSTEM

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

This course is intended for the college bound senior who is interested in pursuing a career in law or criminal justice. You must have strong analytical skills, speaking skills, and knowledge of current events. This course will examine the disciplines of criminology, procedural criminal law, substantive criminal law, and mechanics of the courtroom. You will be introduced to case law in areas including, but not limited to, searches and seizures, arrests, interrogations, and confessions. You will also be required to conduct legal research through the use of appropriate internet sites. The class will culminate with a mock trial process in which you will engage in a simulated courtroom experience.

SOCIAL STUDIES

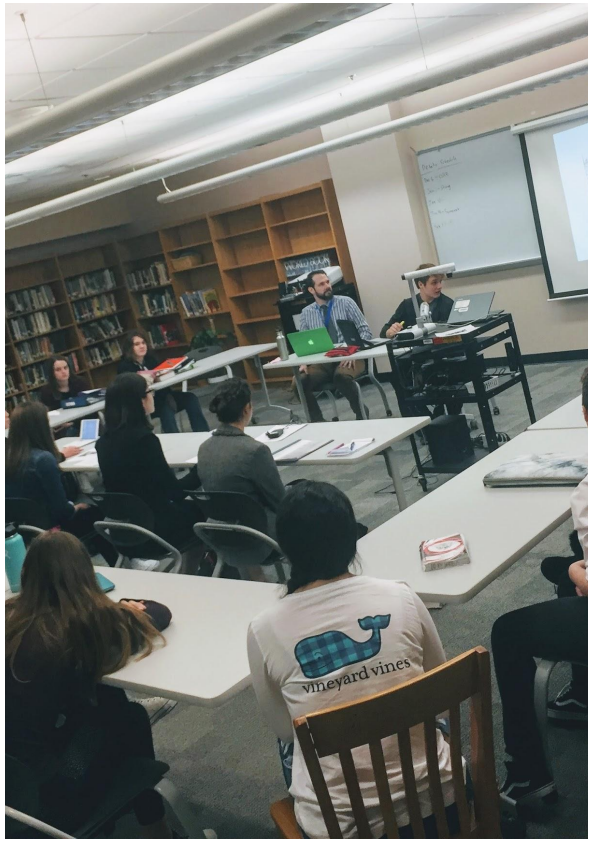
261
LOCAL HISTORY: OUR COMMUNITIES, OUR COUNTRY, AND OUR COMMONWEALTH
LEVEL 3 or 4 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
In this class, you will focus on the history of Southeastern Massachusetts. This is a project-based class where you will utilize oral history and other primary documents to better understand the history of our community. You will be able to course for either "A" level or "Honors" level credit based upon you project parameters.

258
THE 1960'S AND BEYOND
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
In this class, you will learn about the major events and individuals who have shaped the recent history of the United States. Your exploration in the 1960s will focus on the key elements of the Cold War, the Civil Rights movement and the war in Vietnam. In the decades that follow the 1960s, the presidential administrations will be reviewed including Watergate, Reaganism, and the Bush/Clinton years. Social Studies skills will be reinforced and current issues will be discussed and analyzed. Students will be required to express historical comprehension through research, writing, and cooperative studies. Technology and the impact of the media from post WWII-present will also be incorporated. Guest speakers will be used periodically and students will be exposed to modern educational teaching strategies including the Internet, news documentaries, and past newspapers.

253
GLOBAL ISSUES
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
Global issues is a course designed to increase students' global awareness. Your focus will be on defining the qualities and responsibilities of a global citizen in the 21st century. Source materials are the various forms of weekly magazines, daily newspapers, web and television broadcasts. You will be encouraged to analyze the many problems confronting the people of the world and to suggest methods of solution. Additionally, students study units on climate change, ongoing conflicts, terrorism, human migration, and social and cultural issues.

215
CIVICS AND FINANCIAL LITERACY
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADE 11-12
This semester-based course for juniors and seniors will have students in the first term explore the structure and functions of local and state government as well as design a civics action project. This project will focus on a student-identified need and require students to create a plan on how to engage the community to bring about change. Following the civics part of the course, students will spend the second term examining various concepts of personal finance such as budgeting, investing, loans, identity protection, etc. The culmination of the personal finance segment will be a project where students research potential jobs and then create budgets for themselves based on anticipated costs and incoming revenue.

214
PHILOSOPHY
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12
In this semester long course you will focus on several philosophical questions: how do we know anything is real? How can we be certain that we know anything? Do we have free will? How do we decide what is beautiful? How do decide what is right and wrong? Instruction is a blend of systematic and historical approaches to philosophy. Students may also conduct independent research on philosophical topics of their choosing.




UDF
DON'T VOTE
IN APARTHEID ELECTIONS!
FORWARD TO FREEDOM!
WOMEN OF BRITAIN SAY -
"GO!"
THEY THAT CAN
ESSENTIAL LIBER
A LITTLE TEMPORA
DESERVE
LIBERTY
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P677
The House of Stuart
by Ed Stephan



UNIFIED ARTS DEPARTMENT

ART, FAMILY & CONSUMER SCIENCE, AND MUSIC

The arts have existed since the beginning of time allowing us to express ourselves in ways other than the written and spoken word. The arts inspire self-confidence, discipline, creative thinking skills, self-esteem, and cooperative learning.

We believe that the arts are essential to the education of all students. Through this discipline students exercise and display multiple intelligences and talents. Comprehensive arts programs from preschool through high school provide a foundation for lifelong learning. We believe that assessment in the arts should be designed to demonstrate what students know and can do.

The arts relate naturally to content in the total educational curricula. All courses at ORRHS are encouraged to incorporate the arts with interdisciplinary and cross-curricular lessons. Learning about and through the arts develops each learner's capacity to respond to creativity and contribute to society

OR GRADUATION REQUIREMENTS

1 YEAR OF THE ARTS (1 YEAR or 2 HALF YEARS)

UNIFIED ARTS - ART

COURSE PROGRESSION

ART FOUR-YEAR SEQUENCE			
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**
Art I	Art II	Honors Art III	AP Art & Design

ART ELECTIVES
Grades 9-12
Ceramics (half year)
Ceramics II (half year)
Drawing and Painting (half year)
Photography (half year)
Visual Design (half year)
Art History (half year)
All of the above courses may be taken more than once for credit



UNIFIED ARTS

ART

YEAR 1:
- Art I

YEAR 2:
- Art II

YEAR 3:
- Honors Art III

YEAR 4:
- AP Art & Design

853
ART I
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-12
Art I is your introductory course in the Art Department. You will explore the elements and principles of two-dimensional and three-dimensional art in a hands-on way. You will cover the basic methods, materials, vocabulary and techniques specific to drawing, painting, collage and sculpture. Projects will emphasize personal expression, creative as well as critical thinking, craftsmanship and exhibition of work.

821
ART II
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12
This course is a continuation of Art I. It is designed for the dedicated art student who wishes to further their study of visual art. You will continue to develop skills in the use of various media to create a body of work that demonstrates an understanding of visual aesthetics through personal expression. Technique, craftsmanship, idea development, and critical thinking will be emphasized throughout the creative process. Major artists, artwork, and art movements will be referenced as well as personal sketches in creating finished art works. You should note that this course will require more time than is allotted during class.

Prerequisite: successful completion of Art I OR teacher recommendation

830
HONORS ART III
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12
This course is intended for students that demonstrate a serious commitment to their artwork. You will continue your work begun in Art II by completing a variety of two and three-dimensional works of art in the areas of painting, drawing, sculpture and mixed media. Classroom instruction will focus on the techniques of creating, critiquing, self-assessing, revising and exhibiting. You should note that this course will require more time than will be allotted during class.

Prerequisite: successful completion of Art Major I OR Art II OR teacher recommendation



876

ADVANCED PLACEMENT ART & DESIGN

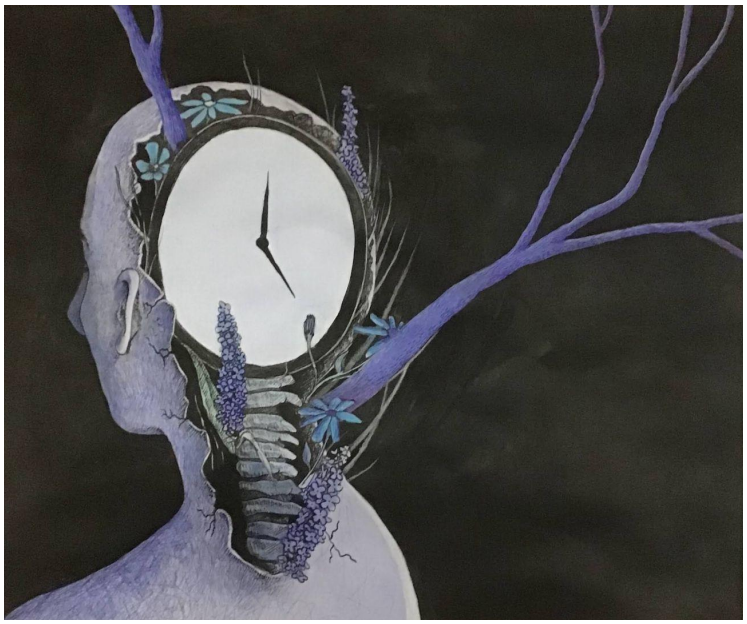
LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 12

The AP Art & Design curriculum is designed to simulate a college art foundations class. Characteristics of a college level class include independent work outside of class meeting time, student led inquiry, exploration and discovery. Assignments and artmaking will be done both in class and outside of class. Therefore you should plan to work in both environments. You will not be taking an exam. You will be submitting a portfolio of artwork. There are two components of the portfolio; the Sustained Investigation and the Selected Works. The main criteria for evaluation are inquiry/investigation, practice, experimentation, revisionsion, synthesis and written reflection. Students may choose 2D, Drawing or 3D portfolio options. Students will submit the required portfolio to the College Board in May.

Students should expect to:

- Buy additional materials for class projects.
- Spend considerable time working outside of class.
- Plan on attending a required planning meeting in the spring.
- Be assigned work to complete over the summer.
- Plan on attending work sessions outside of class time, during the school year to work on their concentration.
- Exhibiting their artwork

Prerequisite: Department Coordinator approval. One full year of courses related to chosen portfolio designation and completion of other art courses are strongly recommended







ART

ELECTIVES

GRADES 9-12:

- Ceramics I
- Ceramics II
- Drawing and Painting
- Photography
- Visual Design
- Art History

856

CERAMICS I

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

This course introduces you to the fundamental skills, techniques and production of ceramic art forms. You will learn and apply the basic techniques of hand building, decoration, and glaze application. Technical skills and artistic vocabulary will be developed and applied through the creation of a variety of functional and sculptural ceramic objects. References to contemporary and historic ceramic arts will serve as examples and contexts for your projects. All finished work will be exhibited and accompanied by written statements and sketches.

857

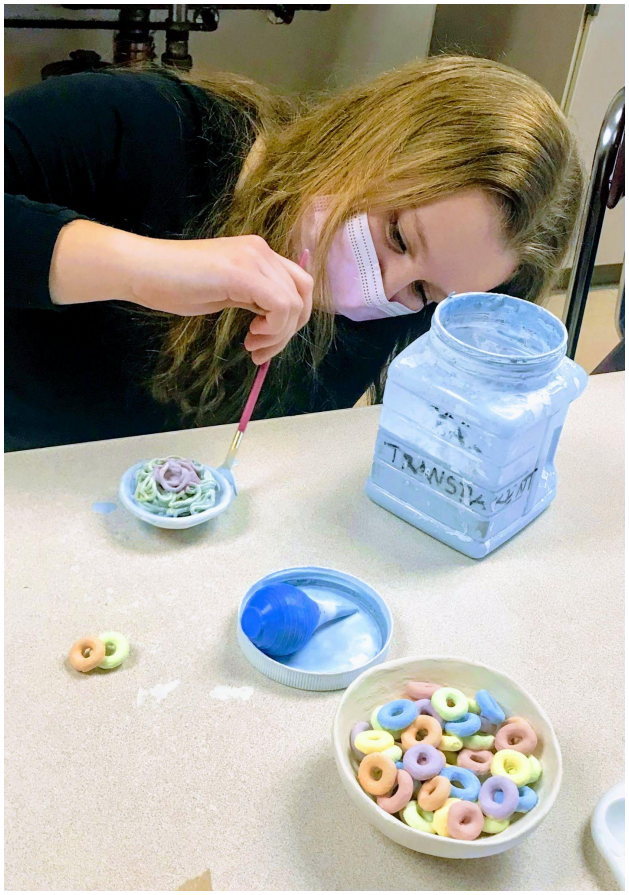
CERAMICS II

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

This course continues the study of techniques and aesthetics of clay as an art medium, emphasizing more complex handbuilding processes while introducing basic wheel thrown forms. You will be challenged with projects that explore the possibilities of combining handbuilding and wheel thrown forms, while continuing to develop and explore surface design techniques using slips, underglazes and glazes. We will study contemporary and historical ceramics, as well as the future possibilities of clay in the 21st century.

Prerequisite: successful completion of Ceramics I





858

PHOTOGRAPHY

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

Students will learn the fundamentals of black and white photography and enhanced digital photography. Through a variety of assignments, you will learn; how to use a 35mm SLR manual film camera, as well as black and white film developing and darkroom processes, printing and exhibiting a photograph. You will be creating a digital portfolio of works and processes, as well as an artist statement to accompany this portfolio. You will be responsible for understanding photography's contribution and influence on society through the exploration of professional photographers, their work and the context of their photographic prints. Elements of Art and Principles of Design will guide all assignments and assessments for this course. Students will be producing Black and White photographic prints created from a negative as well as collaged and drawn imagery.

881

ART HISTORY

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

Introducing art within social, economic, geographical, and political contexts for understanding art and architecture through the ages. This one semester course offers high school students an overview of art throughout history by engaging students in activities that emphasize visual literacy and critical thinking skills as a means to develop an appreciation and knowledge of artworks and art movements in the European tradition and cultures beyond. An emphasis will be placed upon the artist's role in society, technological development and influence, and how art mediates a vast range of human experiences.

861

DRAWING AND PAINTING

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

This course allows you to explore a variety of materials and methods of both drawing and painting. You will be provided with technical information, guidelines and discipline needed to begin to master these two art processes. Major artists, artwork and art movements will be referenced. You will be expected to keep a sketchbook.

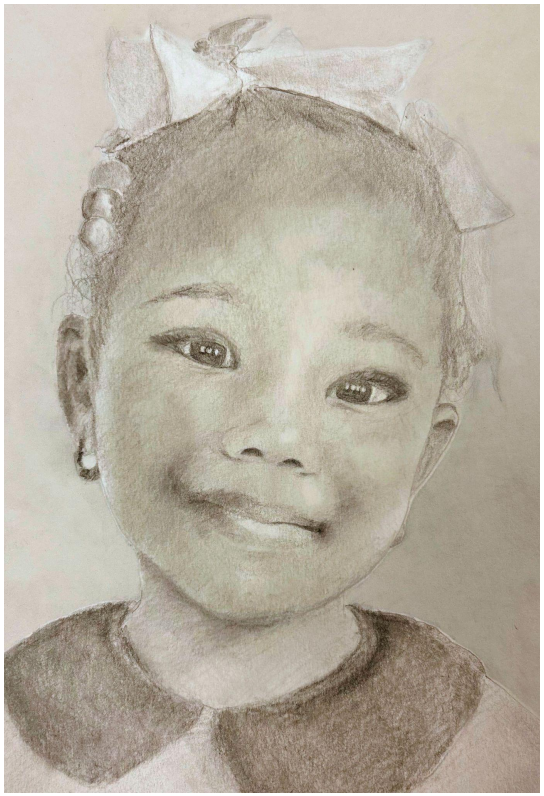
877

VISUAL DESIGN

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

In this course students will explore how people communicate visually and how to utilize design thinking. Coursework is based on the elements of art according to the standard principles of design. Activities will include a variety of materials such as, colored pencils, markers, and technology. Activities will explore popular culture along with, leading artists in the design field to help students begin to develop their own personal style. Students will use a sketchbook, along with class assignments to solve problems creatively.







UNIFIED ARTS - EARLY CHILDHOOD EDUCATION

COURSE PROGRESSION

EARLY CHILDHOOD EDUCATION ELECTIVES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Introduction to Early Education	Child Growth and Development	Early Childhood Education I	Early Childhood Education II

719

INTRODUCTION TO EARLY EDUCATION

LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9

Instructional Hours
On-Site Laboratory Hours

This course provides students with an introduction to the field of early education and care. Students will explore current career opportunities in the early childhood field, examine the responsibilities and characteristics of successful early childhood teachers, and describe the various types of early childhood programs available to families. Students will gain insight into the principles of child growth and development. They will learn methods for guiding children's health and safety as well as techniques in behavior management. Students will gain proficiency through individual self-studies and project presentations, group activities, readings from the textbook and internet research. Students will devote time to observation in the preschool lab to study the interaction between the teachers and children.

909

UNIFIED PEER PARTNERSHIP

LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADE 10-12

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

Prerequisite: Application and teacher recommendation.



718
CHILD GROWTH AND DEVELOPMENT
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10

Instructional Hours
On-Site Laboratory Hours

This course covers the care and development of children from conception to age eight. In this course, students will study the physical, intellectual, emotional and social development of children at each developmental stage. This course will also cover the areas of readiness for parenting, pregnancy and prenatal care, childbirth, care and guidance of children, and children's health and safety. Students will do an extensive study on the developing brain and learning styles. Students will devote time to observation in the preschool lab to study the interaction between the teachers and children. This class is an important introduction to the growth and development of children for those students who may be interested in childcare, teaching, nursing, school counseling, social work, physical or occupational therapy, psychology, legal and law enforcement. Students will learn how to plan a curriculum that is based on the development of the whole child.



726
EARLY CHILDHOOD EDUCATION I
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11

Instructional Hours
On-Site Laboratory Hours
Community Based Internship

In this course, students will examine the characteristics of children at different ages and learn how to modify their teaching skills to fit the developmental needs and interests of children at the various ages and stages of development. Students will discover how to arrange space in a center to promote safety as well as learning and fun. Students will gain insight into methods for handling guidance problems and will also learn ways to guide children through daily routines. They will implement techniques for guiding experiences in art, storytelling, puppetry, manuscript writing, math, science, social studies, music and movement. Students will design and present lessons, create materials to enhance the lessons, and organize special projects and events for the children and their families. In the preschool lab and in the community based programs, students will assist the classroom teacher in supporting children by actively engaging in developmentally appropriate learning activities. This course provides opportunities for students to investigate early childhood careers as well as introduces students to the basics of child care administration.



733
EARLY CHILDHOOD EDUCATION II
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 12

Instructional Hours
On-Site Laboratory Hours
Community Based Internship

This course centers on components of a high quality early childhood education program and combines classroom theory and best practice with practical experience in the on-site laboratory classroom as well as participation in community based early childhood programs such as child care centers, preschools, and/or elementary schools. This year's experience in the classroom setting offers students the opportunity to enhance their individual skills as teachers, build relationships with children and families, and acquire job skills. Students will have the opportunity to plan a curriculum that is based on the development of the whole child and that align with the Massachusetts Curriculum Frameworks. Students will assist the classroom teacher in supporting children by actively engaging in developmentally appropriate learning activities. Students will be asked to reflect on their learning over the past four years and submit a final portfolio.



UNIFIED ARTS - MUSIC

COURSE PROGRESSION

ART FOUR-YEAR SEQUENCE			
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**
*Concert Band *Mixed Chorus *Jazz Band Contemporary A Cappella Music Composition and Theory (half year) Beginning Guitar (half year) Popular American Music (half year)	*Concert Band *Mixed Chorus *Jazz Band Contemporary A Cappella	*Concert Band *Mixed Chorus *Jazz Band Contemporary A Cappella	*Concert Band *Mixed Chorus *Jazz Band Contemporary A Cappella
*Classes may be taken more than once for credit as well as Honors or A-level credit			

831 OR 873

CONCERT BAND

LEVEL 3 or 4 | 5 CREDITS |FULL YEAR
GRADES 9-12

This ensemble covers a wide range of performance opportunities and extra-curricular activities. A detailed schedule of events will be made available to you at the start of the school year to allow for your personal planning. Band members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program. Repertoire will include selections from Concert Band, Wind Ensemble, and Symphonic Band Literature of the Grade Levels 3-5.



835 OR 875

MIXED CHORUS

LEVEL 3 or 4 | 5 CREDITS | FULL YEAR
GRADES 9-12

The purpose of this choral ensemble is to introduce you to varied choral literature and basic choral technique. A detailed schedule of events will be made available to you at the start of the school year to allow for your personal planning. Chorus members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program. A handbook will be made available to you detailing the specifics of your participation.

Repertoire will include selections from Choral, Vocal Jazz, Sacred, and Secular Vocal Literature of the Grade Levels 3-5.

Upon completion of a year in chorus, you will have improved your vocal skills, improved your ability to read and interpret music, and developed an awareness of the necessity of total cooperation in effectively performing a piece of music. You will demonstrate these skills through public performance.

832 OR 874

JAZZ BAND

LEVEL 3 or 4 | 5 CREDITS |FULL YEAR
GRADES 9-12

*By Audition Only

The prime purpose of the Jazz Band will be to play various types of Jazz, Rock, and other forms of improvisational music. The Jazz Band will participate in local Jazz Festivals and competitions. Members will also be responsible to learn the Concert Band music and will participate in all Concert Band activities. Auditions will be held to determine participants and will be limited to standard jazz/big band instrumentation.

A detailed schedule of events will be made available to you at the start of the school year to allow for your personal planning. Band members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program.



MUSIC

878
CONTEMPORARY A CAPPELLA
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12
*By Audition Only

The Contemporary A Cappella group is a full year performing ensemble. The ensemble will perform music ranging from early Doo-wop to contemporary pop and rock styles. The class will study the development of this new popular American song form, appropriate vocal production and vocal health, as well as microphone technique and performance style. There will also be much opportunity for student leadership. Members will also be responsible to learn the Chorus music and will participate in all Chorus activities.

The ensemble will often perform outside of the school day. A schedule of events will be made available at the start of the school year to allow for your personal planning. A Cappella ensemble members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program.

869
POPULAR AMERICAN MUSIC
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
In this half year music history course, you will study the development of popular American music, from the Blues and Jazz to today's styles. You will also study the trends and changes in the music industry over the past 100 years.

834
MUSIC COMPOSITION AND THEORY
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
The ability to play a musical instrument or read music is not required or necessary. The goal of this course is to teach you basic music composition skills and the writing of melodies with and without text. Music Composition and Theory will provide music instruction in all fundamental aspects of music reading and notation – rhythm, clefs, scales, intervals, modes, elementary harmony, etc. It will also provide you the foundation for strong aural skills through sight singing using solfege syllables and through music dictation exercises. In addition, you will study the form and structure of poems in order to set text in several projects relating to song writing. Music Composition and Theory will also prepare you to analyze the basic melodic and harmonic structure of a piece and to apply this knowledge to phrase, articulate, and interpret your own musical ideas. The technology MIDI lab will be utilized for music notation as well as ear training.

Music Composition and Theory is strongly recommended for you if you are considering majoring in music or for anyone interested in music as a career.

841
BEGINNING GUITAR
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12
This course will serve as a basic introduction to performing on the guitar. You will learn to play songs with chords from lead sheets and melodies from simple notation. At the completion of the course you will be able to play basic chord progressions, will understand how to read a variety of guitar notation styles, and be able to read a chord-fingering chart. This is an acoustic guitar class.






OLD ROCK
OR

WELLNESS DEPARTMENT

The physical education curriculum is a co-educational program that offers you a variety of choices within each unit of instruction. You may choose from classes that are of traditional sport and activities or that are of lifetime activities. The department offers you a variety of individual sports, team sports, racquet sports, lifetime activities, and wellness programs.

The physical education department emphasizes fitness and wellness of your body. With access to a large weight room and a secondary fitness center, physical educators will teach you the importance of physical fitness and the role it plays in your lifelong health and wellness. The physical education department encourages you to improve your muscular strength and endurance, your cardiovascular endurance, and your flexibility with all activities. The physical education teachers want you to understand that the classes provided will give opportunities for enjoyment, challenges, self-expression, decision making and positive social interactions for all students.

OR GRADUATION REQUIREMENTS

4 YEARS

WELLNESS

Our Physical Education Department goal is to increase the overall physical literacy of the students to gain a better understanding of their abilities to move competently and confidently in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Students will gain a basic understanding of how physical activities can lead to an increase of blood flow to the brain which can benefit the students' participation and alertness within a classroom setting.

The following activities are offered in physical education:

Basic Fitness/Fitnessgram Unit	Team Sports Unit
Weight/Strength Training Unit	Recreational Activities Unit
Racquet Sports Unit	Project Adventure/ Team Building Unit
Net/Wall Unit	Unified Sports Unit
Invasion Games Unit	Yoga/Meditation/Pilates Appreciation

ORRHS recognizes that regular physical activity is important for all students. As such and consistent with Massachusetts General Laws, the school requires four years of physical education for all students in grades 9-12. Students in grades 9 and 10 can meet their physical education requirement through their required Introduction to Physical Education course. Students in grades 11 and 12 can meet the physical education requirement through one of the three pathways that ORRHS has developed:

1. Through participation in a school physical education elective for a minimum of one semester for each year.
2. Through participation on one of the school's athletic teams (SUBJECT TO ELIGIBILITY POLICIES).
3. Through participation in an outside of school organized physical activity or activities totaling more than 30 hours in a school year, including but limited to, weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities that receive prior administrative approval.

COURSE PROGRESSION

Students will select a pathway as part of the course selection process. Students who select Pathway 2 or 3 must complete and return the Pathways selection form along with a detailed description of the activity on the first day of school in order to gain final approval. Any student who fails to return the completed form will be enrolled in Pathway 1. Please note that graduation credits are awarded only for those who elect to enroll in Pathway 1. No credits will be awarded for any options that take place outside the school day, nor can any out-of-school option count towards the structured learning time mandate.

WELLNESS		
GRADE 9 (REQUIRED)	**GRADE 10 (REQUIRED)**	**Electives, Grades 9-12**
Introduction to Physical Education (half year) OR Unified Physical Education Health 9 (half year)	Introduction to Physical Education (half year) OR Unified Physical Education Health 10 (half year)	*Fitness for Life (half year) *Movement Arts (half year) *Racquet Sports (half year) *Recreational Activities (half year) *Team Sports and Officiating (half year) *Unified Physical Education (half year) *Weight Training – Plt4m Program (half year)
*Classes can be taken more than once for credit		

WELLNESS

9991

INTRODUCTION TO PHYSICAL EDUCATION

LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-10

You are required to take this introductory course in the first two years of high school. This class will cover all sports and activities listed previously. You will learn the basic skills, rules and competencies of all the activities participated in. You will practice skills that are pertinent to the activity you are participating in while building up to modified game play. You will also be able to explore a variety of activities that help promote a lifetime of being physically active. This course is designed to introduce you to a variety of different sports and activities that the department offers as electives that students can choose to participate in.

9986

UNIFIED PHYSICAL EDUCATION

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

This course will cover the sports of basketball, soccer, volleyball and other team oriented activities.. Additional topics of student leadership, wellness and physical fitness will also be addressed throughout the term. This is an opportunity for students of various abilities to come together by participating in educational and physical activities. It will follow the format of our Unified Sports program fostering the empowerment of all students in an inclusive setting. “The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness.”

9994

WEIGHT TRAINING – PLT4M PROGRAM

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

This class emphasizes the PLT4M conditioning program which is geared toward students who are athletes or are interested in advanced weight training. You will train your body on a program tailored to fit the needs of all sports and fitness. The class follows the PLT4M curriculum and keeps track of personal records reached throughout the program. Conditioning includes weight lifting, stretching, plyometrics and agility drills.



9989

RACQUET SPORTS

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

This course is a co-educational experience that offers you instruction in racquet activities that can be played throughout your lifetime while helping you to increase your lifetime wellness. Activities will include but not limited to tennis, badminton, pickleball, table tennis, speedminton, tennis baseball and other racquet activities.

9992

TEAM SPORTS & OFFICIATING

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

This advanced level course is a co-educational experience that offers you instruction in a variety of different activities. You will also learn how to set up and run tournaments. You are expected to know the basic rules and regulations from previous courses. This course includes sports such as basketball, field hockey, street hockey, football, handball, lacrosse, softball, soccer, speedball, ultimate Frisbee and volleyball.

996

MOVEMENT ARTS

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

This beginner level course will cover the health benefits of various forms of movement. You will learn proper techniques by participating in activities such as flexibility, mobility, meditation, dance, beginner and advanced yoga. It is an empowering program that will teach specific body awareness and mindfulness techniques that students will be able to use while building self-confidence as a whole individual.

CORE CLASSES
Half year classes

GRADE 9
- Introduction to Physical Education
- Unified Physical Education
- Health 9

GRADE 10
- Introduction to Physical Education
- Unified Physical Education
- Health 10

9987
FITNESS FOR LIFE
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12
This course will cover beginner level weight training skills to increase the confidence of the individuals new to fitness. You will learn proper techniques and modifications while using the PLT4M Introduction to Fitness and Strength Training programs. You will gain a basic understanding of how to create your own fitness program and how to adapt it for your own personal needs.

9988
RECREATIONAL ACTIVITIES
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12
This is a beginner course for anyone interested in participating in individual and partner activities. Games that will be introduced are ones that are participated in by individuals of all ages and can be commonly found at camps or backyard events. Activities will include but not limited to bocce, horseshoes, korn-hole (bean bag toss), kan-jam, ladder ball, Frisbee golf, badminton, kickball and more. This is a fun and exciting class that is open to every one of all abilities.



507
HEALTH 9
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADE 9
Health Science is designed to enable the student to develop an understanding regarding their overall health and wellness. In the Health-9 course students will develop a practical approach to understanding themselves and their health. Students will examine the relationship between risk and protective factors and the influences they have on their actual behavior. Topics covered include: Communication & Conflict Resolution, Mental & Emotional Health, Bullying, Tobacco & Alcohol, and Body Systems.

509
HEALTH 10
LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADE 10
Health Science is designed to enable the student to develop an understanding regarding their overall Health and wellness. In the Health-10 course students will develop a practical approach to understanding themselves and their health. Students will examine the relationship between risk and protective factors and the influences they have on their actual behavior. Health-10 course topics include: Nutrition & Eating Disorders, Drug Use & Abuse, Teen Dating Violence, Communicable / Infectious Disease, Reproductive Anatomy, and Stages of the Life Cycle.



WORLD LANGUAGE DEPARTMENT

The World Language Department has developed a sequence of courses for Latin, Portuguese, and Spanish. The programs at ORRHS build on the Junior High coursework that laid the foundation for advanced study.

Portuguese and Spanish will prepare you for communicative competency to help you meet the demands of a global society. In Latin class, you will learn about the many contributions the Romans made in the development of our modern Western society and its influence on the English language and the modern Romance languages.

REQUIREMENTS FOR 4 YEAR COLLEGES

Including Mass. State Schools

2 YEARS

WORLD LANGUAGE

In your language study, you will develop communicative skills for reading effectively in Latin, Portuguese, and Spanish. You will also learn to analyze grammatical patterns and vocabulary that will enable you to use English more effectively as you develop skills in your world language. In Portuguese and Spanish you will expand your skills for understanding and responding to the spoken language, as well as communicating ideas effectively by writing. You will further enhance your listening and speaking abilities through activities in the Language Lab.

If you enjoy learning languages, we encourage you to begin the study of an additional language when starting a new grade at the High School. However, we strongly advise you to also continue the study of the language that you began at the Junior High to provide you with access to the highest level of courses in the department. The minimum requirement for admission to Massachusetts' universities and most state colleges is a continuous sequence of at least 2 years of high school study of the same language. You will greatly enhance your chances of admission to rigorous post-secondary institutions with a complete sequence of 4 years of the same language at the High School level.

The World Language Department offers courses in 3 levels: College Preparatory, Honors, and Advanced Placement.

- College Preparatory courses work at a pace that require some independent learning from you as a student in the development of your language skills.
- Honors courses will develop more thorough language skills and a greater emphasis is placed on your commitment to study and review outside of the classroom.
- Advanced Placement (AP) is offered in Latin and Spanish Language. The material covered is equivalent to a third year college course. These courses require a substantial amount of independent work. Both courses prepare you for the Advanced Placement Exams offered in May.

COURSE PROGRESSION

TWO-YEAR LATIN COURSE PROGRESSION			
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**
Latin Language and Culture 1	Latin Language and Culture 2	Latin 2	Latin 3

LATIN				
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**
Latin 1	Latin 2 Honors Latin 2	Latin 3 Honors Latin 3	Honors Latin 4	Honors Latin 5 AP Latin

PORTUGUESE			
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**
Portuguese 1	Portuguese 2	Portuguese 3 Honors Portuguese 3	Honors Portuguese 4

SPANISH				
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**
Spanish 1	Spanish 2 Honors Spanish 2	Spanish 3 Honors Spanish 3	Spanish 4 Honors Spanish 4	Spanish 5 AP Spanish Language

If you successfully completed Latin 1 or Spanish 1 in Junior High, it is strongly recommended that you continue onto a level 2 course at the High School. At any grade level, if you begin a new language at the High School, you are required to start with level 1. These courses may be used as an elective in addition to the continued study of your first world language.

LATIN

YEAR 1:
- Latin 1

YEAR 2:
- Latin 2
- Honors Latin 2

YEAR 3:
- Latin 3
- Honors Latin 3

YEAR 4:
- Honors Latin 4

YEAR 5:
- Honors Latin 5 / AP Latin

If you successfully completed Latin 1 in Junior High, it is strongly recommended that you continue onto a level 2 course at the High School.

326
LATIN LANGUAGE AND CULTURE 1
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-11
Students in this course are introduced to the world of the ancient Mediterranean through their study of the basics of Latin grammar and Roman culture. Through this introductory course, students develop a deeper understanding of their own language, working extensively with English grammar and derivatives. In addition, students will learn about the daily life of the Romans, Greek and Roman mythology, as well as the geography of Rome and Italy.

313
LATIN 1
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-12
In Latin 1, students are introduced to the world of the ancient Mediterranean. They learn to read simple Latin passages, to analyze Latin grammar concepts, and to work extensively with English derivatives. Through this introductory course, students develop a deeper understanding of their own language. Students also learn about the daily life of Romans, Greek and Roman mythology, the great buildings and structures of the Roman Empire, and the history of the Roman Kingdom.

###
LATIN LANGUAGE AND CULTURE 2
LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 11-12
Latin Language and Culture 2 is a continuation of Latin Language and Culture Part 1. Students in this course will expand their knowledge of the world of the ancient Mediterranean through their continued study of the basics of Latin grammar and Roman culture. Through this course, students will continue to develop a deeper understanding for their own language, working extensively with English grammar and derivatives. In addition, students will continue to learn about the daily life of the Romans, Greek and Roman mythology, as well as the geography of Rome and Italy. Upon completion of this course students are prepared to continue their studies in Latin 2.

Prerequisite: Successful completion of Latin Language and Culture 1

314
LATIN 2
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-12
In Latin 2, students will continue to develop and strengthen their Latin reading and comprehension skills by expanding upon their knowledge of Latin vocabulary and grammar. The A-level provides a more guided review process at the beginning of the year to reinforce prior knowledge. After this, students approach new grammar concepts such as pronouns and verb tenses, and they will continue to recognize language patterns in Latin and their relationship to English. Students' cultural journey continues as they learn about ancient Greek heroes, Roman imperialism, and Roman cultural practices such as entertainment, travel, and banqueting.

Prerequisite: Successful completion of Latin 1

316
HONORS LATIN 2
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 9-12
In Honors Latin 2, students will continue to develop and strengthen their Latin reading and comprehension skills by expanding upon their knowledge of Latin vocabulary and grammar. They approach new grammar concepts such as pronouns and verb tenses, and they will continue to recognize language patterns in Latin and their relationship to English. Students' cultural journey continues as they learn about ancient Greek heroes, Roman imperialism, and Roman cultural practices such as entertainment, travel, and banqueting.

Prerequisite: Grade of 85 or better in Latin 1 and teacher recommendation

381
LATIN 3
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12
In Latin 3, students continue to develop Latin reading and comprehension skills. The A-level course provides a more guided review process at the beginning of the year to reinforce prior knowledge before students approach new concepts. They also gain an understanding of more complex grammatical constructions such as indirect statements, irregular verbs and adjectives, and various uses of the subjunctive. They read lengthier, more complicated passages which are adapted from authentic Latin in order to prepare them for the transition to unadapted Latin in Latin 4H. Students learn about the transition from late Roman republic to early empire, myths from Ovid's Metamorphoses, and additional aspects of Roman daily life.

Prerequisite: Successful completion of Latin 2

380
HONORS LATIN 3
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 10-12
In Honors Latin 3, students continue to develop Latin reading and comprehension skills. They also gain an understanding of more complex grammatical constructions such as indirect statements, irregular verbs and adjectives, and various uses of the subjunctive. They read lengthier, more complicated passages which are adapted from authentic Latin in order to prepare them for the transition to unadapted Latin in Latin 4H. Students learn about the transition from late Roman republic to early empire, myths from Ovid's Metamorphoses, and additional aspects of Roman daily life.

Prerequisite: Final grade of 85 or better in Latin 2 Honors and teacher recommendation

390
HONORS LATIN 4
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12
In Honors Latin 4, students continue to develop their Latin reading and comprehension skills as they begin to make the transition from adapted Latin texts to original Latin works. First semester, students complete their study of Latin grammar. Second semester, students read and interpret Roman inscriptions from Pompeii as well as the writings of Pliny, Livy, and Julius Caesar. Furthermore, students examine how genre, time period, and historical context affect a work and our understanding of the Romans. If students complete Latin 4 Honors in good academic standing, they are prepared to continue to AP Latin.

Prerequisite: Final grade of 85 or better in Latin 3 Honors and teacher recommendation

LATIN

TWO-YEAR COURSE PROGRESSION

YEAR 1:
- Latin Language and Culture 1

YEAR 2:
- Latin Language and Culture 2

YEAR 3:
- Latin 2

YEAR 4:
- Latin 3

393

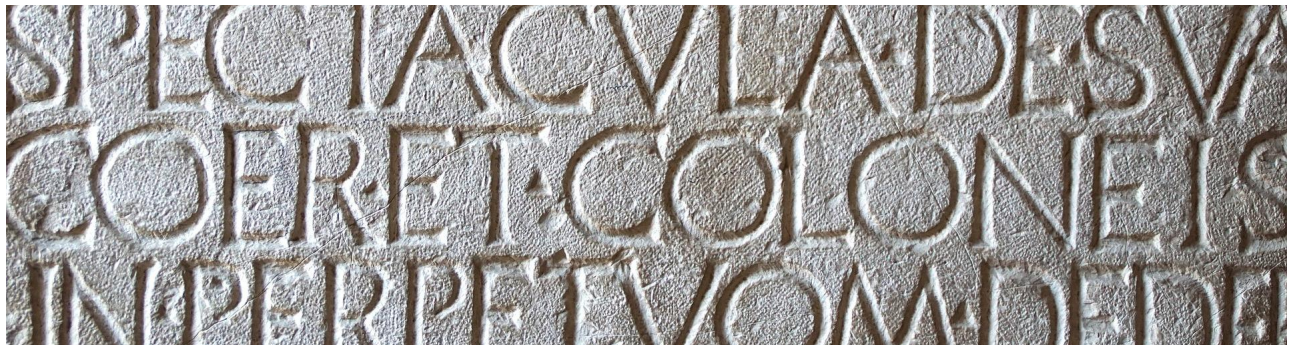
HONORS LATIN 5 / ADVANCED PLACEMENT LATIN

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

In Latin 5 Honors and AP Latin, students complete an in depth study of two famous works of Latin literature: Caesar's Gallic Wars and Vergil's Aeneid. This course of study requires students to translate approximately 1000 lines of Latin from the two works while considering literary style and themes in the context of ancient literature; a few of the themes discussed include – Human Being and the Gods, War and Empire, Leadership, History and Memory. In addition, students complete English readings from both works to help place the Latin readings in a larger, more significant context. The AP Latin test requires students to demonstrate proficiency in translating and comprehending Latin poetry and prose as well as contextualizing and analyzing the two works studied throughout the year.








Quot
Animalia
Quot Animalia?
Quot Animalia?
Quot Animalia
Quot Animalia?

PORTUGUESE

YEAR 1:
- Portuguese 1

YEAR 2:
- Portuguese 2

YEAR 3:
- Portuguese 3
- Honors Portuguese 3

YEAR 4:
- Honors Portuguese 4

318
PORTUGUESE 1
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-10

In Portuguese 1 students will be introduced to the working vocabulary, rules of pronunciation, and basic grammar of the Portuguese Language. Students will begin to develop their listening, reading, writing, and speaking skills in the Portuguese language in this course. Students will also study a variety of social, cultural, and historical aspects of the Portuguese-speaking world. In addition to developing basic skills of the Portuguese language, students will also learn about the diversity of the Lusophone world and use authentic sources to make connections to their own cultures.

328
PORTUGUESE 2
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12

In this course, students will expand the knowledge that they gained in Portuguese 1. They will continue to develop and improve reading, listening, writing, and speaking skills of the Portuguese language. Students will also learn to create and use more complex sentences in order to share and obtain information at a greater depth. They will discover new ways to express themselves and share their beliefs, ideas, and communicate past experiences. Most importantly, they will continue to use authentic resources to study other Lusophone cultures, their impact on the global society, and make connections to their own culture.

Prerequisite: Successful completion of Portuguese 1

346
PORTUGUESE 3
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12

In Portuguese 3 students will build on the knowledge that they gained in Portuguese 1 and 2. Students will continue to develop and expand their reading, listening, writing, and speaking skills. They will also learn additional vocabulary associated with topics such as food, daily routines, expressing emotions, holidays, and traveling. They will be able to create and comprehend more complex sentences in Portuguese. Additionally, they will learn new ways to communicate and share their ideas about past experiences. Students will also analyze and interpret some basic authentic texts in Portuguese. Lastly, students will continue to study and comprehend aspects of the Lusophone world and compare them to their own cultures.

Prerequisite: Successful completion of Portuguese 2



347

HONORS PORTUGUESE 3

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

In Portuguese 3 Honors, students will continue to develop and improve their listening, speaking, reading, and writing skills. Students will focus on communicating about their immediate world and daily life activities. Students will recognize and acquire more complex features of the language and will interpret these concepts by incorporating them into their daily speech in the classroom. Students will be able to express their needs, create detailed oral descriptions within a context, and identify the main idea with supporting details in written material. Additionally, they will be able to analyze and interpret information from authentic materials to inform an audience. Students will also be able to identify differences in cultural practices among same-language cultures. Students will establish and extend connections with Hispanic culture through the use of technology, media, and authentic sources. Students should be prepared to place a greater emphasis on the use of the Portuguese in the classroom as well as on the use of authentic materials to learn about the Lusophone world on a regular basis.

Prerequisite: Successful completion of Portuguese 2

348

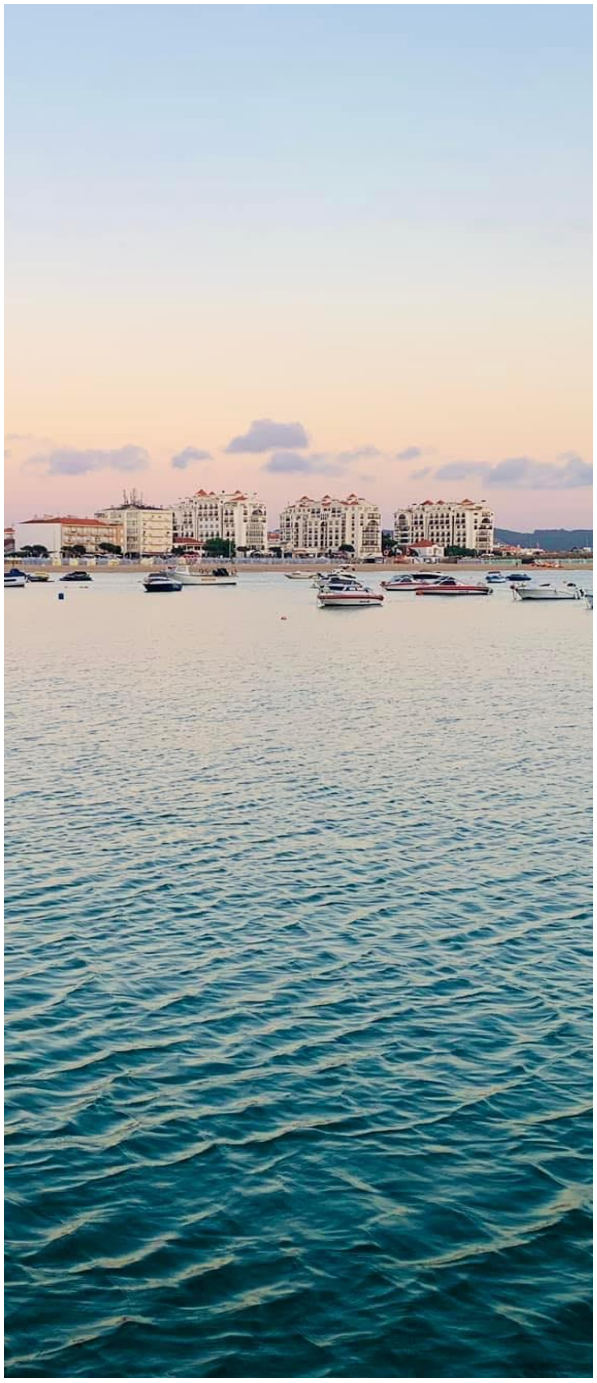
HONORS PORTUGUESE 4

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 12

In this course students continue to work towards near native speaker proficiency in Portuguese by enhancing their reading, writing, listening, and speaking skills. Students continue to review and refine previously studied grammatical concepts and vocabulary topics in order to improve circumlocution. They will read and analyze a variety of authentic Portuguese literature in the form of articles, short stories, plays, and novel excerpts. In order to fully understand the context of the literature students study, they will also learn about the history and geography connected to each work. A greater emphasis is placed on oral communication in this class and students will be required to prepare formal and informal talks and present cultural projects.

Prerequisite: Successful Completion of Portuguese 3.





SPANISH

YEAR 1:
- Spanish 1

YEAR 2:
- Spanish 2
- Honors Spanish 2

YEAR 3:
- Spanish 3
- Honors Spanish 3

YEAR 4:
- Spanish 4
- Honors Spanish 4

YEAR 5:
- Spanish 5
- AP Spanish Language

If you successfully completed Spanish 1 in Junior High, it is strongly recommended that you continue onto a level 2 course at the High School.

311
SPANISH 1
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-12

In Spanish 1, students begin to develop their listening, reading, writing, and speaking abilities in the Spanish language. Students will learn simple grammar and basic vocabulary about a variety of topics in order to develop their communication skills. Additionally students study social, cultural, and historical aspects about a variety of countries in the Spanish-speaking world. As a result of this course, students will be able to make and respond to simple requests and read and respond to level appropriate material in Spanish. Students will also understand elements of the Hispanic culture and use authentic sources to identify the perspectives of that culture.

312
SPANISH 2
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-12

In this course, students will review and build on the knowledge that they gained in Spanish 1. They will continue to develop and expand their reading, listening, writing, and speaking skills and learn additional vocabulary associated with food, daily routines, expressing emotions, describing clothing, holidays, and traveling. They will also be able to create more complex sentences by using reflexive verbs and commands. Additionally, they will learn new ways to communicate and begin to share their ideas about past experiences in Spanish. Lastly, they will continue to study and comprehend other cultures as they research Spanish-speaking countries.

Prerequisite: Successful completion of Spanish 1

310
HONORS SPANISH 2
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 9-12

This course is designed for highly motivated and capable students who succeeded strongly in Spanish 1. It is expected that students will achieve significant development of their listening, reading, writing, and speaking skills. Students will learn and apply grammar principles and appropriate vocabulary to develop level proficient self expression. Students will be able to communicate simple events in the past, present, and near future. Additionally, the Hispanic world is studied in great detail. This course is conducted mostly in Spanish and a willingness to speak Spanish is important. Summer assignments may be elements of this course.

Prerequisite: Final grade of 85 or better in Spanish 1 and teacher recommendation.



331

SPANISH 3

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

In Spanish 3, students build upon their communication skills developed in previous Spanish courses. Students will be able to recreate real life scenarios that focus on communicating about their immediate world and daily life activities in and out of school situations. Students will demonstrate a greater level of accuracy when using basic language structures and when exposed to more complex features of the language. Students will be able to make and respond to more complex requests. They will also frequently describe people, places, and situations orally and in writing using simple and more complex phrases, and will be able to present prepared material to an audience. Students will also engage in identifying expressive forms of the Hispanic culture as well as use authentic sources to identify various perspectives of the culture. Lastly, students will establish connections with the Hispanic culture through the use of media and authentic sources.

Prerequisite: Successful completion of Spanish 2

330

HONORS SPANISH 3

LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 10-12

In Spanish 3 Honors, students continue to improve and enhance language skills in all modes of communication. Students also continue to focus on communicating about their immediate world and daily life activities. They will recognize and acquire more complex features of the language and will interpret these concepts by combining them into their daily speech in the classroom. Students will elaborate on needs, create detailed oral descriptions within a context, and identify the main idea with supporting details in written material. Similarly, they will be able to interpret information from authentic material to inform an audience. Also, students will identify differences in cultural practices among same-language cultures. Students will establish and extend connections with the Hispanic culture through the use of technology and authentic sources. This course is conducted almost entirely in Spanish and a willingness to speak Spanish is required.

Prerequisite: Grade of 85 or better in Spanish 2 Honors and teacher recommendation





WORLD LANGUAGE

351
SPANISH 4
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12

In this course, students will continue to develop and improve their listening, speaking, reading, and writing skills in Spanish. They will accomplish this by applying the grammatical concepts and vocabulary they have studied to improve their self-expression. They will also be able to communicate present, past, and future events in Spanish. Lastly, students will be exposed to a variety of authentic Spanish language materials and be able to identify, analyze, and react to elements in Hispanic cultures. Additionally, students will frequently make comparisons between their own culture and Hispanic cultures. There will be an emphasis on speaking in class and students will do formal and informal presentations in order to strengthen and improve their communication skills.

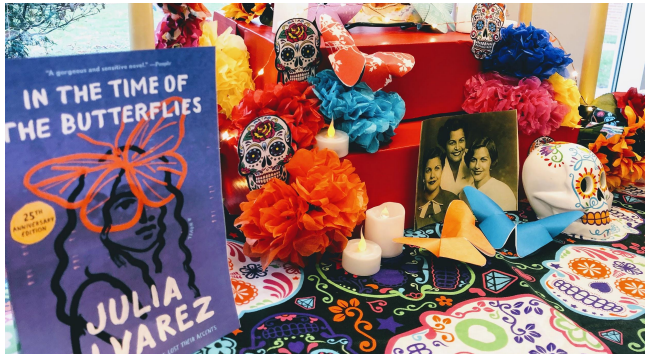
Prerequisite: Successful completion of Spanish 3



350
HONORS SPANISH 4
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12

In this course students will begin to achieve near native speaker proficiency in Spanish by refining their reading, writing, listening, and speaking skills. There is also a thorough review and refinement of previously studied grammatical concepts and vocabulary topics in order to improve communication. They will be exposed to authentic Hispanic literature in the form of articles, short stories, plays, and novels. They will read, analyze, and critically evaluate these assigned works. In order to fully understand the context of the literature students study, they will also learn about the history and geography connected to each work. Students will be required to prepare formal and informal oral presentations, write sophisticated essays on selected topics, and present cultural projects. Students will also have the option to prepare for the National Spanish Exam. This course is conducted in Spanish and a willingness to speak Spanish is required.

Prerequisite: Final grade of 85 or better in Spanish 3 Honors and teacher recommendation



371
SPANISH 5
LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 12

In this course, students will strengthen their communicative skills and work towards achieving near native speaker proficiency in Spanish. They will be able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. Students will continue to practice how to initiate, sustain, and conclude conversations on a wide variety of topics, explain a complex process incorporating detailed instructions, and elaborate on present, past, and future events. Students will learn to interpret and analyze contributions of diverse groups within the Hispanic culture as well as use authentic sources to comprehend the perspectives of the culture. Students will maintain connections with the Hispanic culture through the use of technology and authentic sources.

Prerequisite: Successful completion of Spanish 4



373

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 12

In the AP Spanish Language and Culture course students refine their language proficiency across the three modes of communication: Interpretive, Interpersonal, and presentational. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students engage in an exploration of culture in both contemporary and historical contexts. This course develops students' appreciation of cultural products, practices, and perspectives. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. To best facilitate the study of the language and culture, the course is taught exclusively in Spanish.

Prerequisite: Final grade of 85 or better in Spanish 4 Honors and teacher recommendation





ADDITIONAL OPPORTUNITIES FOR STUDY

900 **SCHOOL TO CAREER**

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 11-12

This program provides you a unique educational experience that joins a structured in-school academic program with a work internship. If you elect this program, you will have an opportunity to participate in a work internship within the community. You will arrange with your guidance counselor to schedule the internship experience. You will be required to provide your own transportation to and from the internship. In addition, you will submit a weekly summary of your internship experience.

Prerequisite: Counselor and Principal approval required

999 **INDEPENDENT STUDY**

You may petition to do an independent study in or out of the building by submitting an independent study contract signed by the instructor and approved by your parents or guardian. If approved by the counselor and the Principal, this work may earn graduation credit. This work may include doing a regular course independently under the instructor, doing course work not offered at the high school, attending another educational institution, extension courses, or other worthwhile educational experiences. * Not included in class rank/GPA

EDGENUITY

Edgenuity offers a flexible learning experience designed to meet the needs of all students in grades 9-12. With a broad selection of core courses and electives, Edgenuity allows students to progress at their own pace, receiving personalized instruction and support throughout their educational journey. The program features interactive lessons, assessments, and real-time feedback to help students build essential skills and achieve academic success. By offering a rigorous, engaging, vast curriculum, Edgenuity fosters student growth while meeting every student exactly where they are at. Students at ORRHS access Edgenuity for credit recovery.





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OLD ROCHESTER REGIONAL HIGH SCHOOL

135 Marion Road, Mattapoisett, MA 02739
Phone: 508-758-3745 | Fax: 508-758-3167

https://orrhs.oldrochester.org/

School Choice Enrollment Analysis

Grade Level	Enrollment As Of January 12, 2026	Approximate Enrollment for 26-27
7th Grade	16	
8th Grade	12	16
9th Grade	22	12
10th Grade	23	22
11th Grade	26	23
12th Grade	19	26
12 plus	2	1
TOTAL	**120**	**100**

IMPORTANT INFORMATION:
To date the school committee has approved 125 school choice slots.

Grade Level	Current Applications
7th Grade	11
8th Grade	2
9th Grade	30
10th Grade	1
11th Grade	2
12th Grade	2
12 plus	0
TOTAL	**48**

As of 1.12.26

---------- Forwarded message ---------
From: **Cape Cod 5** <mail@grantapplication.com>
Date: Fri, Dec 12, 2025 at 8:24 AM
Subject: Congratulations! $1,000 Cape Cod 5 Educational Mini-Grant
To: <elizabethkennedy@oldrochester.org>

Good morning,

Congratulations! I'm delighted to share that you have been selected to receive one of Cape Cod 5's special $1,000 Educational Mini-Grants to support your project, Touch-A-Truck 2026. This year, we chose five educators to receive these larger awards in recognition of their especially creative and impactful proposals — and your application truly stood out among the hundreds we received.

A check for $1,000, made payable to your school or district, will be mailed directly to your school to fund your project.

Since 2000, the Educational Mini-Grants program has supported innovative teaching across our region. This year, 305 teachers from 83 schools throughout Cape Cod, Martha's Vineyard, Nantucket, and Southeastern Massachusetts will receive Mini-Grants, helping bring 257 inspiring projects to life.

We'll be in touch early next year with details about how we plan to celebrate these meaningful projects and the outstanding educators behind them. On behalf of all of us at Cape Cod 5, thank you for the work you do every day to make our community a better place to live, work, and raise children.

Sincerely,
Bert

Robert A. Talerman
Chairman & President, Cape Cod 5 Charitable Endowment

Hello, Feinstein Leadership School!

The Feinstein Foundation is glad to notify you that your school has been awarded a $2,700.00 grant from The Feinstein Foundation for participating in both our Jr. Scholar Pantry and Jr. Scholar Kindness Tree grant programs.

Please share this exciting news with your school principal and administrative team! Your school's grant check is in the mail, so kindly keep an eye out for its arrival.

Our sincere thanks to you, your fellow educators, and your Jr. Scholars for making these programs possible.

As we begin the new year, we wish you and your school continued success as we embark on another meaningful year of inspiring young people to help others.

If you have any questions, please contact us.

Best!

The Feinstein Foundation
37 Alhambra Circle, Cranston, RI 02905
(401) 467-5155
feinsteinfoundation.org

"Helping to better the lives of others is the greatest of all achievements." – ***Alan Shawn Feinstein***

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Old Rochester

UEI: C13ZWNJZADK5

2 Grant Title: FC 0419 - Innovation Career Pathways Implementation and Support Grant (State/COMP)

Fund Code: 0419

DESE Project Staff: Jennifer A. Gwatkin

3 Grant Award Project Description

FY2026: Innovation Career Pathways Implementation Grant

4 DESE Award Information

Grant Type: STATE FUNDS

- **CFDA #:**
- **FAIN:**
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2025

5 Sub-recipient Award Information

- **Grant Project Number:** 0419-000824-2026-0740
- **Grant Award Amount:** $75,000.00
- **Grant Project Duration (Period of Performance):** 9/3/2025 - 6/30/2026
- **Reimbursement Requests Close:** 8/16/2026
- **Final Expenditure Report (FER) Due:** 9/30/2026

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- 815 CMR 2.00: State grants, federal grant awards, federal subgrants and subsidies.
- DESE Request for Proposal (RFP): https://www.doe.mass.edu/grants/2026/0419/

7 Statutes

- **Authority:** https://budget.digital.mass.gov/summary/fy26/enacted/
- **Program Title:** FY2026: Innovation Career Pathways Implementation Grant
- **CFDA #:**

8 Terms and Conditions of Award

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

Grant Award Notification Explanation

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

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

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

2 Grant Title: FC 2517 - Fair Share Earmarks (State/ENT)
Fund Code: 2517
DESE Project Staff: Simone Lynch

3 Grant Award Project Description

State funded earmarks as outlined on the state budget from appropriation 1596-2519

4 DESE Award Information

Grant Type: STATE FUNDS

- **CFDA #:**
- **FAIN:**
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2025

5 Sub-recipient Award Information

- **Grant Project Number:** 2517-001118-2026-0740
- **Grant Award Amount:** $30,000.00
- **Grant Project Duration (Period of Performance):** 10/20/2025 - 6/30/2028
- **Reimbursement Requests Close:** 8/16/2028
- **Final Expenditure Report (FER) Due:** 9/30/2026

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- 815 CMR 2.00: State grants, federal grant awards, federal subgrants and subsidies.
- DESE Request for Proposal (RFP): https://www.doe.mass.edu/grants/2026/2517/

7 Statutes

- **Authority:** https://malegislature.gov/Laws/SessionLaws/Acts/2025/Chapter7
- **Program Title:** Fair Share Earmarks
- **CFDA #:**

8 Terms and Conditions of Award

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

9 Special Notes

Grantees may use these funds going back to 7/1/2024 (FY25 costs) per legislative approval "to make supplemental appropriations for fiscal year 2025." Please make every effort to obligate this earmark funding by 6/30/2026.

Grant Award Notification Explanation

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

REQUEST FOR SCHOOL COMMITTEE APPROVAL

DATE OF REQUEST: 12/18/25

DONATION FROM:
Old Rochester Regional Jr. High School's PTSO Organization – 133 Marion Road, Mattapoisett MA

DONATION:
* $200.00 for an early opening fee at Level 99 – Grade 8 Green Team Field Trip in Providence on November 25th

TOTAL AMOUNT OF DONATION: $200.00

FOR:
This donation allowed for our students to enter Level 99 one hour early, and enjoy the venue prior to opening it up to the general public.

Submitted by:
Sias Coellner, Principal

Share Translate Accessibility 2.9K



Superintendent's Newsletter

December 2025

Message of the Month

Dear School Community,

School vacation is always an exciting time for our school community! Our students have worked hard academically this school year, while also spending countless hours enjoying extracurricular opportunities. Whether your family is taking a vacation, enjoying local day trips, or simply staying home - breaks are an important time to relax and for families to spend time together.

Prior to the start of school vacation, I spent time in the schools interacting with our students and faculty. The energy was overwhelming positive inside the classrooms. The students were quick to share with me how excited they were for the school break and what their plans were!

Please enjoy the holiday season and the school vacation time. We look forward to welcoming our students back to school on January 5th.

The Superintendent's Newsletter contains recent school happenings and available opportunities for our students and families - please spend some time to read through this month's newsletter.

Respectfully,

2.9K

Michael S. Nelson
Superintendent of Schools

Pictures of Superintendent's School Visits



JHS Concert



Ms. Sunde's Class



Sippican All School Meeting

Office of Teaching and Learning

From Dr. Fedorowicz
Assistant Superintendent of Teaching and Learning



Winter Concerts
The winter concerts highlighted the hard work and commitment of our students and music educators. The high school winter concert was a strong holiday performance that reflected many hours of practice and preparation. Both the instrumental and choral pieces were well done, and the students' focus and musicianship were evident throughout the program. It was clear that a great deal of effort went into making the concert a success. The junior winter concert was an enjoyable performance that showed students' growth and confidence. The band and choir worked well together, and students brought positive energy to the stage. It was encouraging to see their progress and enthusiasm, and the performance was enjoyed by the audience.

Students Partner with Industry to Solve Real World Problems in OpenSciEd
Our 6th grade students at Old Hammondtown School participated in the Student Solve Program, where they partnered with industry mentors from Flagship Pioneering and Invaio Sciences to explore a real-world challenge in agriculture. Working collaboratively, students researched, shared

ideas, and pr xperience
with scientifi

2.9K

Our 5th and 6th graders at Rochester Memorial joined the Student Solve Program, working with science industry mentors to tackle a real agricultural problem. Through teamwork and inquiry, students applied their classroom learning to develop and share solution ideas, gaining insight into how science is used to solve real-world challenges.

Happy Holidays
Wishing our students, staff, and families a happy and restful holiday season. We are proud of the hard work and growth we've seen this fall and appreciate the continued support and partnership from our school community. We look forward to welcoming everyone back in the new year.

Office of Student Services

From Dr. Curley
Assistant Superintendent of Student Services

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!

Collaborative Problem Solving
Collaborative Problem Solving (CPS) is an evidence based, trauma informed approach developed in the Department of Psychiatry at Massachusetts General Hospital and taught worldwide through Think:Kids. CPS helps parents and caregivers better understand their child's behavior as a skill-building opportunity rather than a willful challenge. Whether a child faces social, emotional, or behavioral struggles, CPS offers a compassionate approach that empowers caregivers and supports families. To learn more about CPS, click here.

Through generous funding from *The Goodness Web Foundation for Mental Health Philanthropy*, Think:Kids is now able to offer an on-demand course for parents and caregivers—**FREE** through August 2026! This course teaches families how to use CPS to solve everyday challenges

collaborative cs. This course offers

2.9K

• Set clear, realistic expectations and work together with their children to achieve them.
• Foster essential skills in children that prepare them for future success.
• Strengthen communication and build stronger relationships with their children.
• Understand why traditional discipline methods, like rewards and consequences, may not always lead to lasting behavior change.
• Identify and proactively address triggers for challenging behaviors.
• Solve problems with their children in a collaborative way.

This online course is self-paced, with three hours of practical and engaging instruction, and is available in both English and Spanish. If you are interested in signing up for the course, you may do so here. For questions about the course, please contact enhill@MGB.org.

Happy Holidays

As we approach the holiday season, we want to express our sincere appreciation for your continued support and partnership. We wish you and your loved ones a joyful and restful winter break. Whether you celebrate Christmas, another holiday, or simply enjoy time together, we hope this season brings peace, joy, and moments to recharge.

Thank you for being an essential part of our school community. We look forward to welcoming students back in the new year and continuing our shared work to support every learner!

Nominate an Educator for 2027 Massachusetts Teacher of the Year

DESE is accepting nominations for 2027 Teacher of the Year until **Monday, January 26**, 2026! Consider nominating an educator who:

- creates an affirming environment where students engage in deeper learning and are held to high expectations with targeted support;
- builds strong relationships with students, families, and the larger school and district community; and
- feels strongly about what it looks like to provide high-quality instruction and is eager to work with a diverse group of stakeholders to improve Massachusetts' public education system.

Nominations are easy and can come from colleagues, supervisors, students, or family members. Teachers can also nominate themselves! Being the Massachusetts Teacher of the Year is a way for incredible teachers to be celebrated, share their voice and their learning journey, and broaden their impact.

Please visit D nd email
EducatorRec

2.9K

Graduation Requirements & Competency Determination



In the fall 2024 state elections, Question 2: Elimination of MCAS as High School Graduation Requirement eliminated the requirement that students pass the Massachusetts Comprehensive Assessment System (MCAS) in order to graduate high school but still require students to complete coursework that meets state standards. Since then, all high schools in the state have worked to determine competency determination and formalize this, along with graduation requirements, into approved policies. At ORRHS, the graduation requirements have been long-standing and approved annually by the ORR School Committee within the Student Handbook. This school year, DESE mandated submitting competency determination and graduation policies by December 31, 2025. The ORRHS administration, faculty and staff, along with school council, worked to finalize and submit each policy to the Policy Subcommittee. The Policy Subcommittee, and the ORR School Committee reviewed and approved both policies, which are now available in our online policy manual and have been submitted to the state. View policy IKF - Graduation Requirements and IKFE - Competency Determination online.

From ORRHS Principal Michael Devoll

Dear Parents and Guardians of Juniors and Seniors,

I am writing to inform you of an update to Old Rochester Regional High School's Competency Determination policy, which is required by the Massachusetts Department of Elementary and Secondary Education as part of a student's eligibility to earn a high school diploma.
This updated policy was **intentionally crafted to align with current state requirements** while also ensuring that **all of our current juniors and seniors have a clear, attainable pathway to earning a diploma, without additional, unexpected hurdles to clear** should they choose to graduate from Old Rochester. Throughout the development of this policy, our guiding principle was simple: alignment without disruption.

Importantly, the policy:

- Reflects state expectations for competency determination in English Language Arts, mathematics, science, and social studies (for current juniors)
- Preserves multiple pathways for students to demonstrate competency
- Was designed so that no current junior or senior is disadvantaged or placed at risk of not meeting graduation requirements due to this change

2.9K

In short, this [illegible] progress our students have already made. Any student currently on track for graduation remains on track.
If you have questions after reviewing the attached policy, please do not hesitate to reach out to your child's school counselor or to my office. We are happy to walk through how the policy applies to individual student circumstances.

Thank you for your continued partnership and support.
Sincerely,
Mike Devoll, Principal
Old Rochester Regional High School

School Safety and Preparedness

Our schools continuously invest time to ensure our Crisis Management Response Plan is current and reflects best practices. This work is never done and and requires ongoing efforts to ensure our schools are as safe as they can be and ready to respond to different scenarios in real time.

To keep our learning environments secure our schools utilize the following school safety approaches and systems:

-Secure Entrances
-Visitor Management System
-Crisis Prevention Institute Training
-Camera Surveillance System
-Established Evacuation Plans
-ALICE School Safety Training Program
-Established Partnerships with our Fire and Police Departments

Our goal is ensure our schools and classrooms are safe and welcoming learning environments. We want all of our students and family to feel safe when in our school buildings and have strong sense of belonging.

School Committee Happenings

Our School Committees continue to discuss school operating budgets for FY2027. The School Committees in each district also approved $1,000 from the Feinstein Foundation to support food pantries in our schools. They also reviewed and approved a policy amendment for Southeastern

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and minutes.

2.9K

Upcoming meetings (subject to change):
January 8th - Rochester School Committee
January 15th - ORR School Committee
January 29th - Joint School Committee

Recent News



Five Old Rochester Regional High School seniors have been named Commended Students in the 2026 National Merit Scholarship Program. The seniors — Caroline Achilles, Jacob Iappini, Ella Milhench, Hannah Thorell and Linden White — will each receive a Letter of Commendation from Principal Devoll and the National Merit Scholarship Corporation (NMSC). Read more.



After years of dedicated leadership, guidance, and care, our Principal Dr. Linda Ashley is retiring at the conclusion of this school year from Center School. As we celebrate this new chapter, we extend heartfelt gratitude for the wisdom and guidance that has defined Dr. Ashley's time with us, as leader of the school and a valued member of our administrative team system-wide. Please join us in wishing Dr. Ashley all the best in retirement! Read more.



OHS student won a Golden Ticket from the Feinstein Foundation. Ayda, a student in Beth Valliere's class, chose to donate her prize to Globe Santa, a nonprofit program run by The Boston Globe that provides toys and books to children in need during the holiday season. Read more.

2.9K

Community Information and Flyers

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

ORRconnect on Facebook

ORRconnect is also on Facebook!
Like us on Facebook to stay up-to-date with school happenings.

You can follow all of our schools on Facebook too!
Center School
Old Hammondtown School
Rochester Memorial School
Sippican School
ORR Junior High School
ORR High School

ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all.
Search ORRconnect in the app store!

ORRconnect

2.9K

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: 1132 **Voucher Date:** 11/21/2025 Prepared By: Cheryl

Printed: 11/21/2025 03:41:36 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $666,455.88 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 Monteïro	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	$644,672.69
10	ORR SCHOOL LUNCH FUND	$38.49
24	FY24 FEDERAL GRANTS	$2,895.27
25	FY25 FEDERAL GRANTS	$500.00
26	FY20 Grants	$3,740.00
36	FY26 STATE GRANTS	$1,912.75

Voucher No: 1132 **Voucher Date:** 11/21/2025

Fund		Amount
51	REVOLVING - ATHLETICS HS	$6,906.06
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	$5,790.62
		$666,455.88

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1131 **Voucher Date:** 11/21/2025 Prepared By: Cheryl

Printed: 11/21/2025 09:51:14 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $6,417.61 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 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
89	ORR AGENCY ACCOUNTS	$6,417.61
		$6,417.61

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1133 **Voucher Date:** 11/25/2025 Prepared By: Cheryl

Printed: 11/25/2025 03:15:52 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $11,297.84 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.

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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	$11,244.84
60	REVOLVING - PROJECT GROW	$53.00
		$11,297.84

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1134 **Voucher Date:** 11/26/2025 Prepared By: Cheryl

Printed: 11/26/2025 10:29:22 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $515,587.85 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	$515,587.85
		$515,587.85

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1135 **Voucher Date:** 11/27/2025 Prepared By: Cheryl

Printed: 12/02/2025 12:09:06 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $51,122.37 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 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
10	ORR SCHOOL LUNCH FUND	$51,122.37
		$51,122.37

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1136 **Voucher Date:** 12/04/2025 Prepared By: Cheryl

Printed: 12/04/2025 02:00:35 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $1,867.57 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 O 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	$1,867.57
		$1,867.57

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1138 **Voucher Date:** 12/05/2025 Prepared By: Cheryl

Printed: 12/05/2025 01:25:59 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $6,946.90 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	$6,946.90
		$6,946.90

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1139 **Voucher Date:** 12/10/2025 Prepared By: Cheryl

Printed: 12/10/2025 12:08:18 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $330,588.23 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 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	$246,139.26
10	ORR SCHOOL LUNCH FUND	$56,643.13
24	FY24 FEDERAL GRANTS	$1,404.66
25	FY25 FEDERAL GRANTS	$7,282.34
26	FY20 Grants	$1,182.20
36	FY26 STATE GRANTS	$165.40

Voucher No: 1139 **Voucher Date:** 12/10/2025

Fund		Amount
51	REVOLVING - ATHLETICS HS	$15,556.36
59	REVOLVING - PRE-SCHOOL	$258.12
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	$1,956.76
		$330,588.23

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1140 **Voucher Date:** 12/11/2025 Prepared By: Cheryl

Printed: 12/11/2025 11:26:24 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $458,662.16 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	$458,662.16
		$458,662.16

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1141 **Voucher Date:** 12/18/2025 Prepared By: Cheryl

Printed: 12/18/2025 10:51:48 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $9,963.48 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 O 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	$9,963.48
		$9,963.48

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1142 **Voucher Date:** 12/30/2025 Prepared By: Cheryl

Printed: 12/30/2025 10:37:54 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $51,362.96 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
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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	$51,362.96
		$51,362.96

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1143 **Voucher Date:** 12/31/2025 Prepared By: Cheryl

Printed: 12/31/2025 11:12:36 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $163,400.31 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.

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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	$120,504.72
10	ORR SCHOOL LUNCH FUND	$38.49
20	ORR SPECIAL REVENUE REVOLVING	$1,826.90
25	FY25 FEDERAL GRANTS	$1,400.00
26	FY20 Grants	$12,630.47
36	FY26 STATE GRANTS	$850.00

Voucher No: 1143 **Voucher Date:** 12/31/2025

Fund		Amount
46	FY26 PRIVATE GRANTS	$456.36
51	REVOLVING - ATHLETICS HS	$11,530.74
56	REVOLVING - COLLEGE BOARD	$2,433.60
59	REVOLVING - PRE-SCHOOL	$391.35
60	REVOLVING - PROJECT GROW	$10,572.26
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	$376.53
65	REVOLVING - RMS AFTER SCHOOL	$88.89
69	REVOLVING - ADVERTISING RENTAL	$300.00
		$163,400.31

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1144 **Voucher Date:** 01/05/2026 Prepared By: Cheryl

Printed: 01/05/2026 02:14:54 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $6,264.73 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

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April Nye	Vice-Chairperson
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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	$6,264.73
		$6,264.73

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1145 **Voucher Date:** 01/06/2026 Prepared By: Cheryl

Printed: 01/06/2026 02:12:15 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of $2,150.10 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

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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	$2,150.10
		$2,150.10



Facilities Director's Report: January 2026

Junior/Senior High Schools (Main Campus)

- Well dug and utility trench completed for athletic fields renovation.
- Completed Commonwealth inspection of elevators.
- Hosted Town of Mattapoisett DOT Public Hearing.
- Completed two snow/ice operations.
- 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: January 2026
ORR JR/SR HS

Directors Update:

- ORRSD recently shared information, to our school community, on resources to support families in need of additional food assistance. Resources can be found at ORRschoolmeals.com.
- Currently in the process of requesting updated quotes to replace some kitchen equipment.
- Completed a successful DESE Child Nutrition Administrative Review Audit.
- Completed a successful Board of Health Inspection.

Students Receiving Free and Reduced Meals:		
Free:	219	21 %
Reduced:	39	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 %	2,357	11 %	13,638	70 %
October	3,461	16 %	15,775	73 %	3,193	15 %	15,695	74 %
November	2,704	16 %	11,226	68 %	2,395	16 %	10,627	74 %
December	2,465	17 %	9,853	73 %	2,287	15 %	10,873	74 %
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

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

Christina Cioffi, M.Ed., M.C.
Director of Guidance

January 6, 2026

High School student enrollment, through 1/1/26: 608

January 1 Census:
As of January 1, 2026:
Number of students Enrolled = 608
Marion = 172
Mattapoisett = 181
Rochester = 163
School Choice = 92
Grade 9 = 135
Grade 10 = 165
Grade 11 = 154
Grade 12 = 146
Grade 13 = 8

Student Assembly and Follow-up Training
On January 29-30, ORRHS and ORRJHS are partnering with Northeastern University's Center for the Study of Sport in Society through support from the Massachusetts Attorney General's Office to provide student programming focused on leadership, respect, and positive school culture. This work includes a grade-level student assembly and a follow-up leadership training session for a small group of student leaders on January 30, 2026 (9:00 a.m.–1:00 p.m.), featuring interactive discussions and activities centered on leadership, bystander responsibility, and addressing harmful behaviors.

Upcoming Dates:
1/20 Semester 2 Begins
1/26 Harlem Wizards; Booster Club Fundraiser
1/29 Northeastern University's Center for the Study of Sport in Society, student assembly, grades 7-12

Respectfully submitted,

Michael Cabot Devoll
Principal
Old Rochester Regional High School

Old Rochester Regional Jr. High School
Principal's Report
January 15, 2026

Current Enrollment:

Grade 7:	206	Grade 7 School Choice:	16
Grade 8:	213	Grade 8 School Choice:	12
TOTAL	419	TOTAL:	28

Staff Resignation:

Greg Dudek - Paraprofessional

School Highlights & Community Events:

From November 3 through November 26, the JHS Student Affairs Committee hosted the "One Warm Coat Drive." In partnership with the ORRHS Community Service Club, all donations were delivered to Gifts to Give to support those in need. Additionally, the committee held a "Candy Cane Gram" fundraiser through December 19, with all proceeds benefiting our "Needy Family Fund."

Our PTSO successfully brought back the Scholastic Book Fair during the week of December 8–12, providing students with a great opportunity to expand their home libraries.

On the professional development front, both mathematics and special education teachers participated in the second Amplify DESMOS training on December 10 to further enhance our math curriculum.

The Annual Winter Concert was a highlight of the season. Under the direction of Mr. Laprise and Ms. Schiefen, the band and chorus performed for the community on December 17 and for the JHS staff and students on December 23. Despite many student absences due to illness, the performers put on an amazing show. During the evening concert, guests also enjoyed a Grade 7 Art Show, which showcased our students' incredible creativity.

In collaboration with the Mattapoisett Lions Club, our 7th grade students received vision screenings on December 17. We appreciate the club's continued support of our students' health.

On December 19, the ILC Classroom hosted its inaugural "Winter Solstice Celebration" for staff and administration. Students greeted guests with homemade treats and hot chocolate, fostering a wonderful atmosphere of conversation and holiday spirit.

Finally, the annual HaSheShe Cup returned for our 8th-grade students, led by Mr. Jancaterino and Ms. Novakoski. Congratulations to Ms. Lean's homeroom (Green Team) for pulling off the win!

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

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Calendar 2026-2027 DRAFT

July 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	31

7/3 - Independence Day Observed

August 2026

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

8/31 All Staff Report

September 2026

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

[ ] Prof. Devl. Day

***Opening Day - Gr. 1-12**

E** - K First Day and Early Dismissal

9/7 - Labor Day

X - Prof. Dev. All Schools Early Release

20 days | 20 days accrued

October 2026

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22P	23P
26	27	28	29	30

10/12- Columbus Day

P- Elementary - Early Dismissal Parent Conf.

21 days | 41 days accrued

November 2026

M	T	W	T	F
2	[3]	4	5	6
9	10	*11*	12	13
16	17	18	19	20
23	24	25E	*26*	*27*
30				

[ ]-Prof. Devl. Day

11/11 - Veterans' Day

E- Early Dismissal for Students & Teachers

11/26-27 Thanksgiving Vacation

17 days | 58 days accrued

December 2026

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

E- Early Dismissal for Students & Teachers

12/24-12/31 Holiday Vacation

17 days | 75 days accrued

January 2027

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

1/1 Holiday Vacation

1/18 - Martin Luther King, Jr. Day

X - Prof. Dev. All Schools Early Release

19 days | 94 days accrued

February 2027

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

2/16-2/20 School Vacation

15 days | 109 days accrued

March 2027

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

X - Prof. Dev. All Schools Early Release

23 days | 132 days accrued

April 2027

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	*20*	*21*	*22*	*23*
26	27	28	29	30

4/19-4/23 School Vacation

17 days | 149 days accrued

May 2027

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26X	27	28
31				

5/31 - Memorial Day

X - Prof. Dev. All Schools Early Release

20 days | 169 days accrued

June 2027

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		

* 180th Day, Early Release

**185th Day, Early Release

6/18 - Juneteenth (observed)

11 days | 180 days accrued

Holidays - No School for Students and Teachers

7/4 - Independence Day
9/7- Labor Day
10/12- Columbus Day
11/11 - Veterans' Day
11/26 - Thanksgiving Day
12/25- Christmas day
1/1- New Year's Day
1/18 - Martin Luther King, Jr. Day
2/15 - Presidents' Day
4/19- Patriots' Day
5/31 - Memorial Day
6/19 - Juneteenth (observed 6/18)

Start & End Times:

ORR Jr. High School
7:20 a.m. to 2:04 p.m.
ORR High School
7:30 to 2:03 p.m.
Center School & OHS
8:30 a.m. to 2:45 p.m.
Sippican School
8:40 a.m. to 2:57 p.m.
Rochester Memorial School
8:40 a.m. to 3:00 p.m.

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
xx.xx.xxxx
www.oldrochester.org

LEARNING *for* LIFE





FY2025 Annual Report





To Whom It May Concern:

Attached, you will find the FY25 annual report for the Southeastern Massachusetts Educational Collaborative (SMEC), covering the period of July 1, 2024 to June 30, 2025. This report contains all of the regulatory reporting requirements of MGL Chapter 40, Section 4E, including summarized information about the programs and services offered by the Collaborative during the prior fiscal year, a discussion of the cost effectiveness of each program and service offered by SMEC, information regarding our governance and administration and a discussion of the progress made toward reaching our agency's stated goals and objectives. In addition, our FY25 Independent Audited Financial Statements are complete, and the relevant figures are embedded in this annual report.

During FY25, we continued to prioritize the recruitment of new personnel in order to expand our level of services. We have been fortunate to add several new educators and therapists to our team allowing us to expand our school-age programs and district-based staffing services. Our Board of Directors has been extremely supportive and approved our recommendation to increase our starting salaries and provide additional recruitment and retention benefits for both our school and adult service programs. Despite these advancements, we continue to see the impacts of the ongoing national workforce crisis, which has impacted our ability to further expand our capacity as quickly as we would like. We are hopeful that our recent hiring trend will continue to move in a positive direction.

During this past year, we have been able to further develop our new intensive Early Childhood Program and finalize plans to expand our Multidisciplinary Learning Center to the high school level in early FY26.

Balancing the needs of our students, consumers and staff with the realities and ambiguities of the information coming from our contracted revenue streams creates a difficult business climate for a self-sustaining organization such as ours. SMEC continues to advocate statewide, along with other Educational Collaboratives, for designated funding for Collaborative facilities, workforce development, regulatory relief and program enhancement and we look forward to a return to fiscal and regulatory stability in FY26 and beyond.

We encourage anyone reading this report to use the data contained herein as a brief overview of SMEC and an idea of where our agency may be heading in the future. This report provides a synopsis and fulfills a legislative requirement, but much more information can be found by visiting our website or by contacting any of our program locations or our administrative office(s) to request more information or to set up a personal tour or visit. We'd love to show you around and answer any questions you may have. The best way to get to know SMEC is to speak to those who choose to be part of it. We are proud of our agency and look forward to sharing it with you.

Sincerely,

Catherine S. Cooper, M.Ed., JD
Executive Director

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GENERAL INFORMATION

The Southeastern MA Educational Collaborative (SMEC) is a public Educational Collaborative established in 1975 pursuant to the provisions of MGL Ch. 40, Section 4E. SMEC's administrative offices are located at 25 Russells Mills Road in Dartmouth. The Collaborative provides services to 10 member school districts and several non-member districts from throughout Southeastern Massachusetts in addition to providing adult services through state contracts.

GOVERNANCE

SMEC membership during FY25 was comprised of the school districts of Acushnet, Dartmouth, Fairhaven, Fall River, Marion, Mattapoisett, New Bedford, Rochester, Old Rochester Regional and Greater New Bedford Regional Vocational Technical High School. Each of these school committees appointed a member to serve on the SMEC Board for the 2024-2025 school year as follows:

BOARD OF DIRECTORS 2024-2025

Melissa Cordeira, Acushnet

Jack LeBrun, Mattapoisett

Brendalee Smith, Fairhaven*

Christopher Cotter, New Bedford

Collin Dias, Fall River

Michael Shea, Greater New Bedford Regional Vocational Technical High School

Michelle Smith, *Vice Chair*, Marion

Anne Fernandes, Rochester

Christopher Oliver, *Chair*, Dartmouth

Rosemarie Bowman, Old Rochester Regional

LEADERSHIP

In addition to the Board of Directors, the 2024-2025 SMEC leadership team also included the following:

ADMINISTRATIVE TEAM

Catherine Cooper, *Executive Director*

Kimberly Wilmot, *Director of Student Services*

Sherri Tetrault, *Director of Communication and PD*

Audrey Rodrigues, *Human Resources Manager*

Christopher Haraden, *Director of Business Services*

Sean Mitchell, *SAIL Program Director*

Sharon Donovan, *ADH Program Director*

Charles Farrell, *Payroll Manager*

* Term ended April 7, 2025.

TREASURER

John Nunes

2024-2025 STEERING COMMITTEE MEMBERS

The SMEC steering committee is comprised of the special education administrators from each member district and serves in an advisory capacity to the SMEC Administrative Team:

Kimberli Bettencourt: Acushnet

Laurie Dionisio: Dartmouth

Tanya Dawson: Fairhaven

Lori Obenchain: Fall River

Jaime Curley: Marion, Mattapoisett, Rochester and Old Rochester Regional

Paul Bottome: New Bedford

Erin Ptaszenski: Greater New Bedford Regional Vocational Technical HS

Mission Statement

SMEC's mission statement, principles and objectives are identified in our Articles of Agreement.

The Southeastern Massachusetts Educational Collaborative (SMEC) provides high-quality programs and services for all children and adults who need specialized instruction or support. SMEC utilizes a team approach to meet the needs of the whole individual in order to achieve greater personal independence and success.







Guiding Principles

- *We believe that all people have strengths, abilities and gifts and must be treated with respect and dignity regardless of their level of need.*
- *We ensure that support and services are guided by an individual's evolving needs, goals and preferences.*
- *We assist each individual to participate and contribute meaningfully to their community through school, work, community service and recreation.*
- *We believe that all individuals have the ability to learn within a safe, nurturing environment and with the appropriate support.*
- *We will safeguard each individual's right to privacy, dignity and respect.*
- *We believe that parents/guardians and families are important advocates and teachers.*
- *We believe that through collaboration and teamwork we strengthen the resources of school districts and adult agencies to provide the very best programs and services for students and adults.*
- *We have high expectations for the success of our students, staff, consumers, parents and the community.*
- *We believe that an effective organization is diverse in perspective, culture and experience.*

Objectives



As indicated in the Collaborative's Articles of Agreement, the Objectives of the Collaborative shall be:

To develop and administer, as directed by the Collaborative Board of Directors, programs, supports and services which best serve the interests of the Collaborative and its Member Committees.

To provide a vehicle for Member Committees to identify and resolve issues of a common and regional nature.

To provide professional development opportunities for educators, parents and related services personnel.



Progress



TOWARD MEETING OUR MISSION AND OBJECTIVES

SMEC provides programs and services for individuals with special needs ages 3 to adult. Our programs have a strong focus on community integration and independence. Student services and programs are available at the preschool, elementary and secondary levels. Students who transition into adult services at age 22 and who are eligible to receive adult service funding through DDS, MA Health or MCB have the option to choose SMEC as their adult service provider. Over 90% of our eligible students in this category choose SMEC as their adult service provider upon turning 22.

Offering high-quality programs requires us to continually examine our facilities to ensure that they meet the needs of our students, consumers and staff. Our student services programs are housed in both public school classrooms and separate public day school buildings. Our adult service programs are located in two leased buildings in Dartmouth. Expansion of our programs requires us to continually search for appropriate space and we have issued several RFPs in that effort in recent years. SMEC was able to identify, through an RFP, a building in Dartmouth to expand our TLC social/emotional public day school program, complete the purchase of the property and relocate the program to the new site at the very beginning of FY24. By moving the TLC public day program to the new, larger facility, we were able to

repurpose the Collaborative's smaller building in New Bedford and acquire an additional DESE public day school license to open a new intensive early childhood program at the very end of FY24 and have expanded enrollment during FY25.

Our FY25 professional development offerings focused on providing educators with the tools that they need to teach all learners as well as implementation of the new Massachusetts IEP process and form. In addition to providing in-service training for our own staff on Reducing Anxiety and Challenging Behavior in the Classroom, Self-Care, and Maintaining Appropriate Boundaries, as well as our annual trainings in CPR/First Aid, Mandated Reporting, Civil Rights, Safety Care non-violent crisis intervention, RBT, suicide prevention and cultural proficiency, SMEC provided a wide variety of professional development opportunities to 976 faculty and staff from more than 158 school districts, charter schools, private schools and other Collaboratives throughout Massachusetts during the year. Our own staff members also provided onsite staff training and consultation for many additional district educators.

Courses and workshops offered for outside educators during FY25 included Sheltered English Immersion (SEI) instruction including SEI endorsement courses for regular and vocational educators and administrators, as well as Building Relationships with English Language Learners, Supporting Special Education Students to be Successful, IEP Writing Strategies, Implementing the New Massachusetts IEP, Parapro Test Preparation, and Educator Mentoring.

In addition to staff training, SMEC also offered virtual sessions for parents and guardians entitled Understanding the New Massachusetts IEP form and Powerful Strategies to Help Children Develop Executive Functioning Skills. We also held several in-person family engagement events throughout the year in conjunction with our parents' group, the Friends of SMEC, including a wellness walkathon, holiday movie and sing-along, student community art show and dance fundraiser auction.

SMEC is a member of the Massachusetts Organization of Educational Collaboratives (MOEC). MOEC represents and advocates for the 24 Educational Collaboratives statewide. SMEC's Executive Director sits on the MOEC Board of Directors and chairs its Legislative Committee. SMEC is also a member of the Association of Developmental Disabilities Providers (ADDP) and the Massachusetts Adult Day Service Association (MADSA).

SMEC is one of the very few regional sites in Massachusetts authorized to administer the Parapro examination through the Educational Testing Service. Employment as a paraprofessional in Title I schools and most other public school districts in Massachusetts requires either a minimum of an Associate's Degree/ Equivalent or a passing score on the Parapro assessment. SMEC offers both the test administration and an optional Parapro test preparation workshop. 178 individuals from at least 15 different districts took the Parapro test in-person at SMEC during FY25.

We focused on goals addressing personal health and safety as well as the strengthening of our student and adult services, quality staff recruitment and retention, increasing parent engagement and public awareness of SMEC and its services, ensuring that our programs are located in suitable facilities, addressing internal

organizational and developmental issues including improving overall communication, increasing our resource development capacity and maintaining strong leadership, governance and financial capacity.

Other infrastructure improvements, such as acquiring and maintaining a safe and reliable van pool, updating our technology infrastructure and attracting and retaining high quality staff, are ongoing priorities and built into the administrative decision making process for all programs. The Collaborative maintains ongoing communication with our districts and local state agencies to ensure that we are targeting our efforts to meet their ever-changing needs as well as ensuring compliance and readiness for all DESE and other state agency mandates. The nationwide workforce crisis has made it difficult to expand our services during the past couple of years, however we continue to prioritize the needs of our districts, staff, students and adult consumers.

FY25 GENERAL STATISTICS

Years in Service	50
Employees	228[1]
Member Districts	10
Districts Served in 2024-2025	157[2]
Program Facility Sites	10
Students Served in SMEC School Programs and District Services in FY25	961[3]
Adult (Age 22+) Consumers Served FY25	179

FY25 REVENUE

Tuition and Services Member	$6,076,435
Tuition and Services Non-Member	$1,094,414
DDS Contracts	$3,303,752
MCB Contracts	$217,314
MassHealth/Medicaid	$2,487,473
DESE CACFP	$124,002

[1] Includes full- and part-time employees on payroll during FY25. Does not include 1099/outside contractors.

[2] Based on LEA student programmatic responsibility for services as well as professional development provided to district staff.

[3] Includes all SMEC program and district-based services. Does not include students receiving transportation services only.

Professional Development	$266,505
Intergovernmental/ Intergovernmental on Behalf	$1,604,361
Investment Income	$6,814
Miscellaneous and Governmental[4]	129,430
Total FY25 Revenue	**$15,310,508[5]**

ADULT SERVICE OPERATIONAL EXPENDITURES[6]

FY25 AMOUNT EXPENDED ON SERVICES FOR STUDENTS/CONSUMERS AGE 22+

SAIL Program (Expenses Funded by DDS/MCB Contracts)	$2,091,768
ADH Program (Expenses Funded by Medicaid/MA Health and CACFP)	$1,605,148
FY25 Total Adult Service Expenses	**$3,696,9166[6]**

COST SAVINGS TO SCHOOL DISTRICTS

AVERAGE FY25 MA PRIVATE CH. 766 DAY SCHOOL SPECIAL EDUCATION

Daily Tuition Rate	$525.64/Day[7]
FY25 SMEC Daily Member Tuition 180 Day Standard School Day Program	$319/Day
Average Local Private Agency Therapy Fee (SLP, OT, PT, TVI)	$120-$185+/hour
FY25 SMEC Member Therapy Fee (SLP, OT, PT)	$89/hour[8]

Cost savings to districts are realized by sharing resources regionally, utilizing district-owned facilities to house Collaborative programs when possible, sharing agency administrative and indirect costs between the Collaborative's adult services departments and student services departments and having district representatives guide our program and service development. Exact savings figures are difficult to quantify, however a comparison of the average private day school FY25 tuition of $525.64 per day versus the standardized FY25 SMEC program tuition of $319 per day for all of our 180-day/school-day programs

[4] Includes grants, self-pays, donations, insurance claim payments, e-rate reimbursement and revenues not otherwise designated.

[5] Based on FY25 Independently Audited Financial Statements-Governmental Funds Statement of Revenues.

[6] Extracted from FY25 Independently Audited Financial Statements-Governmental Funds Statement of Expenditures.

[7] www.mass.gov/osdFY25; average of private day school FY25 daily tuition rates using day program data only.

[8] FY25 SMEC member rate for hourly therapy services. Does not include contractual staffing FTEs which are staff specific.

indicates significant average annual savings of $37,195.20 per student as does a comparison of a range of contractual service costs offered by private agencies in the geographic area against the cost to districts to access the same therapeutic services through SMEC. If SMEC programs and services were not available, districts would undoubtedly be forced to utilize these higher-cost private programs and services. Our programs serve students with low incidence special needs from multiple districts allowing the districts to share the costs of operating a high-quality specialized program for several students instead of each district funding and operating an in-district program for one or two students. In addition, services provided by the Collaborative have a value-added component in that we provide services specifically tailored to the needs and requests of our districts and students, thereby reducing costs for certain amenities that may be included in the services offered by private providers but not necessarily required to provide a high-quality program or targeted services to address specific district and students' needs.

Further cost savings are realized by operating programs within our local cities and towns thereby significantly reducing special education transportation costs and length of student trips. Cost savings varies based on route and competitive bidding quotes from private vendors. Similarly, utilizing surplus district classroom space to house collaborative programs reduces program overhead, which lowers tuition costs for all districts utilizing the program while providing a modest source of revenue for the host district.

Lastly, offering professional development on a regional basis allows districts to offer high-quality professional development to their faculty and staff that might not be possible if each district, particularly the smaller districts, were required to fund and arrange courses or workshops on an individual basis. Particularly at a time when district professional development time has been reduced and is primarily targeted toward meeting new and increased state and federal mandates, targeted professional development for lower incidence or specialty staff would likely not occur if it weren't done on a regional basis through the Collaborative.







FY25 Program Descriptions

SMEC PRIMARY LANGUAGE PROGRAM

The SMEC Primary Language Program, located at the Rochester Memorial School, serves students in grades PK-6 with significant language delays and autism spectrum disorders. Staffed by a special education teacher(s), speech pathologist, occupational therapist, physical therapist, consulting BCBA and paraprofessionals, the program offers intensive, language-based programming with a small staff/student ratio and opportunity for inclusive activities within the host building. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC INTEGRATED SERVICES PROGRAM I

The SMEC Integrated Services Program I, located at the Elizabeth Hastings Middle School in Fairhaven, serves students in grades 5-8 with significant social and language delays and autism spectrum disorders. It provides a continuum of services for students who have been deemed by their IEP teams to require a substantially separate classroom with a small staff/student ratio at the high school level. Services are provided by a special education teacher, paraprofessionals, an occupational therapist, physical therapist, BCBA consultant, school adjustment counselor and a speech language pathologist. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC INTEGRATED SERVICES PROGRAM II

The SMEC Integrated Services Program II, located at the Old Rochester Regional High School in Mattapoisett, serves students in grades 9-12 with significant social and language delays and autism spectrum disorders. It provides a continuum of services for students who have been deemed by their IEP teams to require a substantially separate classroom with a small staff/student ratio at the high school level. Services are provided by a special education teacher, paraprofessionals, an occupational therapist, physical therapist, BCBA consultant, school adjustment counselor and a speech language pathologist. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC ALTERNATIVE LEARNING CLASSROOM I

The SMEC ALC I program, located at the Ford Middle School in Acushnet, serves students in grades 5-8 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, reading specialist, paraprofessional, speech pathologist, occupational and physical therapists as needed and licensed mental health counselor. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC ALTERNATIVE LEARNING CLASSROOM II

The SMEC ALC II program is located at Dartmouth High School, serving students in grades 9-12 with social/emotional, behavioral and learning disabilities. Students are served in a substantially

separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, paraprofessionals, a licensed mental health counselor, speech pathologist, occupational therapist and physical therapists as needed as well as a consulting BCBA and employment development coordinator.

THERAPEUTIC LEARNING CENTER

The Therapeutic Learning Center (TLC) is a DESE-licensed public day school program in New Bedford. Serving students in grades K-8 with significant social/emotional disabilities and trauma backgrounds, the TLC offers a therapeutic milieu with a high staff to student ratio and specialized support. Services are provided by licensed special education teachers, paraprofessionals, a licensed school adjustment counselor, a BCBA, school nurse, OT, PT and SLP. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

THERAPEUTIC LEARNING PROGRAM

The TLP program, located at the Quinn Elementary School in Dartmouth, serves students in grades K-5 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, reading specialist, paraprofessional, speech pathologist, occupational and physical therapists as needed and licensed mental health counselor. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

EARLY CHILDHOOD PROGRAM

Opened in April 2024, the ECP is an intensive early childhood center serving students with developmental and language delays in grades PK-K on a full-day/full-week school year basis. Providing an intensive, therapy rich environment with specialized teachers, paraprofessionals, therapists, clinicians and board-certified behavioral analysts, our ECP program is located in a SMEC-owned building in the far north end of New Bedford.

TRANSITIONAL SERVICES

SMEC offers transitional services to students ages 18-21 with developmental disabilities. Student services include job development, employment skills training and support, life skills/ADL instruction, social/community skills development and case management. Instruction is community based with classroom and kitchen space available at the historic Tripp School building in Fairhaven. Staffing includes special education teachers, paraprofessionals, a speech pathologist, occupational and physical therapists, job developer, job coaches and transitional/vocational specialist. Instruction in art and yoga are provided. Services are available on a full-time, part-time or extended-day/extended-year basis.

THE MULTIDISCIPLINARY LEARNING CENTER

SMEC's Multidisciplinary Learning Center is an elementary program serving students in grades PK-8 with significant physical or intellectual disabilities and/or medical fragility. An experienced special education teacher, CNA Paraprofessionals and an RN create a safe, supportive learning environment for students with multi-disabilities. Therapeutic

services are provided by an OT, PT. TVI and SLP. The MLC program offers a 180-day program with a part-time five-week summer component. The program is located in a public elementary school building in Mattapoisett and accepts referrals from all school districts. Plans to expand to the high school level are in place for the start of the 2025-2026 school year.

SUPPORTING ADULTS FOR INCLUSIVE LIVING (SAIL) PROGRAM

SMEC's SAIL program serves individuals over the age of 22 who have been deemed eligible for adult service funding through the Department of Developmental Services (DDS) and the MA Commission for the Blind (MCB). SMEC is a qualified state provider for employment support, residential support, community day support and individual support services. SAIL services operate year-round. Funding for the SAIL program is primarily provided through state contracts with DDS and MCB. Biannual licensure and compliance audits are conducted by DDS.

SMEC ADULT DAY HEALTH (ADH) PROGRAM

SMEC's ADH program provides a continuum of services for individuals over the age of 22 who require daily supervision, activities and case management. The ADH program operates separately from the services provided through SMEC's SAIL program but on the same campus. The ADH program operates year-round and is currently funded through Medicaid/MassHealth and licensed by the Department of Public Health (DPH) with reimbursement for hot lunches provided through the DESE's CACFP program.



ANCILLARY SERVICES

SMEC provides specialized staffing and therapeutic services to school districts throughout our region. SMEC's speech pathologists, occupational therapists, physical therapists, PTAs, COTAs, SLPAs, BCBA and ELL teachers provide therapeutic, evaluation and consultation services to students and staff in member and non-member districts, vocational and charter schools throughout the region on a contractual basis.

PROFESSIONAL DEVELOPMENT

SMEC offers a variety of professional development activities for educators from member and non-member districts throughout the year. SMEC is one of the few DESE qualified providers of Sheltered English Immersion endorsement classes for all teachers, including vocational teachers, and administrators. In FY25, our professional development courses were offered in both virtual and in-person training formats. In FY25, 976 educators from over 158 public school districts, private schools, and Educational Collaboratives took part in SMEC professional development activities.

PARAPRO ASSESSMENT

178 paraprofessionals or aspiring paraprofessionals sat for the Parapro examination at SMEC between July 2024 and June 2025. Many also participated in our Parapro prep course focusing on math and literacy skills during FY25.

SPECIAL EDUCATION TRANSPORTATION

In 2024-2025, SMEC offered special education transportation services to our member school districts. Cost benefit to district varies based on route and competitive bidding quotes from private vendors. During FY25, due to staffing and vehicle capacity limits, SMEC's transportation services were primarily limited to students attending SMEC programs or SMEC member districts' in-house programs.













Summary

This annual report summarizes the activities of the Southeastern Massachusetts Educational Collaborative during the fiscal year ending June 30, 2025. The ongoing workforce crisis, as well as the current impacts of politics and social media on our schools and businesses, has brought unprecedented challenges to our students, staff and families. Our team has risen to the challenge and has put forth tremendous effort to ensure that we can conduct high-quality, student-centered services, teaching and learning.

We are very proud to serve the communities in the Southeastern corner of the Commonwealth and to be able to partner with a wonderful group of school districts and state agencies to ensure that a wide array of high quality services is available to meet the needs of all individuals. We are looking forward to many changes in FY26 and beyond, including the expansion of our multi-disability program to the high school level, that will allow us to strengthen and expand our services and instruction so that we can provide the very best in programs and support across all grade and age levels. We welcome and encourage the readers of this report to contact us or visit our website or Facebook page in order to truly see and hear about the great work that is done here.



SMEC Southeastern Massachusetts

Educational Collaborative

Visit us online at **SMECollaborative.org**







SOUTHEASTERN MASSACHUSETTS EDUCATIONAL COLLABORATIVE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2025

(With Independent Auditors' Report Thereon)

SOUTHEASTERN MASSACHUSETTS EDUCATIONAL COLLABORATIVE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2025

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CBIZ CPAs P.C.

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Suite 100
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P: 603.882.1111

Independent Auditors' Report

To the Board of Directors
Southeastern Massachusetts Educational Collaborative

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Southeastern Massachusetts Educational Collaborative ("Collaborative"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Collaborative's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Collaborative, as of June 30, 2025, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States ("*Government Auditing Standards")*. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the financial Statements section of our report. We are required to be independent of the Collaborative and to meet our ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matter

As discussed in Note 12 to the financial statements, in 2025, the Collaborative adopted new accounting guidance, GASB Statement 101 *Compensated Absences.* Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Collaborative's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Collaborative's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Collaborative's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Management is responsible for the other information included in this report. The other information comprises the required disclosures by the Massachusetts Department of Elementary and Secondary Education for Massachusetts Educational Collaboratives but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2025, on our consideration of the Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Collaborative's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Collaborative's internal control over financial reporting and compliance.

CBIZ CPAs P.C.

Merrimack, NH
December 11, 2025

Management's Discussion and Analysis

Southeastern Massachusetts Educational Collaborative

Management's Discussion and Analysis

June 30, 2025

Southeastern Massachusetts Educational Collaborative's (the "Collaborative") Management Discussion and Analysis is designed to 1) assist the reader in focusing on significant financial issues 2) provide an overview of the Collaborative's financial activity, 3) identify changes in the Collaborative's financial position (its ability to address the next and subsequent year challenges), 4) identify any material deviations from the financial plan (approved budget) and 5) identify individual fund results of operations.

Management's Discussion and Analysis is designed to focus on the current year activities, resulting changes and currently known facts, please read it in conjunction with the Collaborative's financial statements. All amounts, unless otherwise indicated, are expressed in whole dollars.

Financial Highlights

- The Collaborative's tuition funding of $7.0 million was from member public school systems and other non-member public school systems in Southeastern Massachusetts.
- The Massachusetts Department of Developmental Services and Massachusetts Commission for the Blind continued their support of the Collaborative's Supporting Adults for Inclusion Living (SAIL) program through various service contracts totaling $3.5 million for the year.
- MassHealth supports the Adult Day Health (ADH) program by funding tuition based on consumer's attendance as well as reimbursing for transportation costs. MassHealth payments totaled $2.7 million for tuition and transportation costs.
- The total assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources (net position) for the year by $1.4 million.
- The Collaborative reported a net other postemployment benefit liability totaling $1.4 million, as well as related deferred outflows of resources and inflows of resources totaling $346,000 and $1.6 million, respectively.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the Southeastern Massachusetts Educational Collaborative 's basic financial statements. These basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of finances, in a manner similar to private-sector business.

The *statement of net position* presents information on all assets and deferred outflows of resources and liabilities and deferred inflows of resources, with the difference between them reported as *net position.* Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The *statement of activities* presents information showing how the Collaborative's net position changed during the most recent year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows.* Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future periods (e.g., uncollected revenues and earned but unused sick leave).

The government-wide financial statements distinguish functions that are principally supported by tuition, charges for services, and intergovernmental revenues (*governmental activities).* The governmental activities include administration, instruction, other school services, operations and maintenance, fixed charges, intergovernmental on-behalf payments, health services, other postemployment benefits, summer programs, ADH, SAIL, unallocated depreciation, and interest.

Fund financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund accounting is used to ensure and demonstrate compliance with finance-related legal requirements. All of the funds can be divided into two categories: governmental funds and fiduciary funds.

Governmental funds. The focus of the Collaborative's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the Collaborative's financing requirements. In particular, unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the year.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities.*

Fiduciary funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are *not* available to support the Collaborative's own programs.

Notes to the basic financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* concerning the Collaborative's budgetary comparisons and its pension and other postemployment obligations, as well as *other information* as required by Massachusetts General Law (M.G.L) Chapter 43 of the Acts of 2012.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. Assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by $1.4 million at the close of 2025.

Net position of $853,000 reflects the Collaborative's net investment in capital assets (e.g., building, building improvements, vehicles, and equipment); less any related debt used to acquire those assets that is still outstanding. The Collaborative uses these capital assets to provide services to pupils; consequently, these assets are *not* available for future spending. The remaining balance of unrestricted net position resulted in a $530,000 surplus.

Key components of the Collaborative's governmental financial position and governmental activities are summarized below:

	2025	2024
Assets:		
Current assets	$ 3,921,761	$ 2,986,211
Capital assets, non depreciable	468,715	468,715
Capital assets, net of accumulated depreciation	1,449,211	1,818,686
Total assets	**5,839,687**	**5,273,612**
Deferred outflows of resources	**346,070**	**532,057**
Liabilities:		
Current liabilities (excluding debt)	542,978	99,500
Noncurrent liabilities (excluding debt)	1,636,027	1,676,382
Current debt	264,616	633,782
Noncurrent debt	800,440	1,064,420
Total liabilities	**3,244,061**	**3,474,084**
Deferred inflows of resources	**1,558,642**	**1,851,096**
Net position:		
Net investment in capital assets	852,870	589,199
Unrestricted	530,184	(108,710)
Total net position	$ **1,383,054**	$ **480,489**

The Collaborative's net position increased $903,000 in 2025. This increase was mainly related to positive budgetary operations in the general fund totaling $751,000, and a decrease in the Collaborative's net other postemployment benefit liability, net of related deferred outflows/(inflows) of resources of $71,000.

	2025	2024 (As restated)
Program Revenues:		
Charges for services	$ 6,467,269	$ 6,183,028
Operating grants and contributions	1,654,113	2,171,635
General Revenues:		
Tuition	7,048,926	6,556,147
Unrestricted investment income	6,814	11,488
Miscellaneous	11,463	39,545
Total revenues	**15,188,585**	**14,961,843**
Expenses:		
Administration	1,013,626	990,173
Instruction	5,335,642	4,744,574
Other school services	214,487	212,426
Operations and maintenance	326,294	381,512
Fixed charges	1,006,117	1,054,407
Intergovernmental on-behalf payments	1,604,361	2,041,963
Health services	367,574	297,211
Other postemployment benefits	-	150,000
Summer programs	270,228	216,732
ADH	1,573,698	1,454,718
SAIL	2,091,768	2,070,255
Unallocated depreciation	400,925	434,214
Interest	81,300	88,096
Total expenses	**14,286,020**	**14,136,281**
Change in net position	**902,565**	**825,562**
Net position, beginning of year, as previously reported	480,489	12,929
Implementation of GASB Statement 101	-	(358,002)
Net position, beginning of year, as restated	**480,489**	**(345,073)**
Net position, end of year	$ **1,383,054**	$ **480,489**

Total revenues increased $226,000 over the previous year, which mainly related to an increase in tuition revenue and charges of services, mainly related to the SAIL program. The decrease in operating grants and contributions mainly relates to a decrease in on-behalf payments received by the Massachusetts' Teachers Retirement System as well as the Massachusetts' State Employee Retirement System.

Overall, expenses increased $150,000. This increase mainly related to an increase in instructional costs which were offset by a decrease in intergovernmental on-behalf payments.

Financial Analysis of the Governmental Funds

As noted earlier, the Collaborative uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of the Collaborative's net resources available for spending at the end of the year.

At the end of the current year, governmental funds reported combined ending fund balances of $3.5 million. The general fund balance increased by $751,000 and there was no activity in the capital reserve fund.

The general fund is the Collaborative's chief operating fund. At year end, unassigned fund balance in the general fund totaled $3.2 million. The increase of $751,000 in the general fund relates to a budgetary surplus.

Ending fund balance in the Collaborative's capital reserve fund was $250,000. There was no activity in the capital reserve fund during 2025.

General Fund Budgetary Highlights

The Collaborative adopts an annual budget for its general fund. A budgetary comparison schedule has been provided for the general fund to demonstrate compliance with this budget.

The original 2025 approved budget for the general fund authorized $13.0 million in appropriations. During the year, the original budget increased by $195,000 once more information was made available regarding estimated revenues.

Actual revenues were more than the budget by $115,000 and actual expenditures were less than the budget by $339,000.

Capital Asset and Debt Administration

The Collaborative's capital assets, net of accumulated depreciation, totaled $1.9 million as of June 30, 2025. Capital acquisitions during the year totaled $31,000, and depreciation expense in the amount of $401,000 was recorded.

The Collaborative has entered into a lease agreement for the Collaborative's administrative office building, which ends in June 2026, and a building used for other various programs, which ends in October 2026. The cost of the lease in 2025 totaled $457,581 and was reported as debt service principal and interest on right to use leases. The outstanding obligation reported at June 30, 2025, totaled $261,582, which represents the present value of the future lease payments.

Please refer to the Notes 4, 5 and 6 of the basic financial statements for further discussion of the capital asset and debt activity.

Collaborative Highlights

During 2025, some of the Collaborative's highlights included:

- The Collaborative's MA Health rates for the Adult Day Health program for both attendance and transportation were increased in 2024 and maintained at those rates in 2025.

- The Fairhaven School District appointed Ms. Brendalee Smith to fill their vacant spot on the SMEC Board in May 2024. Subsequently, Ms. Smith did not win the election to keep her seat in the April 2025 election, so her seat was vacant for the last Board meeting of 2025.

- The Fall River School Committee appointed Mr. Collin Dias to fill a vacant spot in November, 2024.

- The Mattapoisett School Committee appointed Mr. Jack LeBrun to fill their Board vacancy in September, 2024.

- For the fiscal year 2025, the Massachusetts Education and Government Association conducted an audit of SMEC's payroll records for the previous fiscal year. The Collaborative submitted all requested documentation, and all applicable standards were deemed to have been met.

- For fiscal year 2025, the Department of Developmental Services Division of Investigations conducted its annual audit of SMEC's policies and procedures around the administration of CORI screenings for employees. The audit found SMEC in compliance with all relevant regulations.

- The Collaborative applied for and was awarded a Comprehensive School Health Services affiliate grant from the Department of Mental Health in the amount of $24,000, to supplement our school health services.

Economic Factors and Next Year's Budget

Ms. Kelly Ochoa was appointed to the SMEC Board by the Fairhaven School Committee and Ms. Ebony McGlynn was appointed to fill Acushnet's seat, both for the start of the 2025-2026 school year.

Following a first reading on April 29, 2025, the original 2026 preliminary spending plan was approved at the May 29, 2025, Board meeting. Due to our 2026 adult service contracts not being finalized at the time of the budget presentation and the limitations of expanding our school programs due to the nationwide staffing shortage, the 2026 budget proposal was based on our best estimates, historical trends and conservative state contract and program enrollment figures.

After moving our TLC public day school program to the newly acquired building at 267 Samuel Barnet Boulevard in August 2023, we began rehabbing our Collaborative-owned building at 4238 Acushnet Avenue in New Bedford with a plan to open an intensive full day early childhood program at that site, serving students in PK-K. We received final DESE approval in April 2024 and began accepting referrals. Our first students started in May 2024, at the very end of the 2023-2024 school year. Program growth was seen over the course of FY25. The program has a maximum enrollment of 16 at that location.

The Collaborative's lease with the Fairhaven Public Schools is set to expire in the first quarter of fiscal year 2027. The Collaborative has received approval by the Fairhaven School Committee to commence a new lease term effective November 1, 2026. This is an intergovernmental transfer, with reduced procurement requirements. All publications and notices have been conducted.

As of September 2025, the Collaborative's ADH program enrollment and daily attendance has nearly reached our current licensed capacity of 84. The Collaborative's LEA (school) programs have also shown an increase in enrollment numbers over September 2024 numbers. Our SAIL Community Based Day Support Program has also been able to fill more vacant positions leading to an increase in enrollment and attendance reaching pre-pandemic levels.

The Collaborative has received 501(c)(3) designation from the IRS during the first quarter of 2026 in order to expand our ability to apply for grant funding.

The Collaborative Board voted to amend the Collaborative's Capital Reserve account language to include the term "acquire" in relation to Collaborative facilities, increase the maximum potential balance to $2,000,000, and add clarifying language regarding the source of potential funding. Member school committee approval is in the process of being voted in the fall of 2026.

The Collaborative underwent a DESE Financial Review in early 2025 with all criteria fully met with the exception of two criterion receiving the score of partially met.

Southeastern Massachusetts Educational Collaborative

Management's Discussion and Analysis

June 30, 2025

Requests for Information

This financial report is designed to provide a general overview of the Southeastern Massachusetts Educational Collaborative's finances for all those with an interest in the Collaborative's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Executive Director, Southeastern Massachusetts Educational Collaborative, 25 Russell Mills Road, Dartmouth, MA 02748.

Basic Financial Statements

Southeastern Massachusetts Educational Collaborative

Statement of Net Position

June 30, 2025

	Primary Government
	Governmental Activities
ASSETS	
CURRENT:	
Cash and cash equivalents	$ 1,828,354
Receivables, net of allowance for uncollectibles:	
Member tuition	562,732
Non member tuition	112,167
Intergovernmental	1,418,508
Total current assets	3,921,761
NONCURRENT:	
Capital assets, nondepreciable	468,715
Capital assets, net of accumulated depreciation	1,449,211
Total noncurrent assets	1,917,926
TOTAL ASSETS	5,839,687
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to other postemployment benefits	346,070
LIABILITIES	
CURRENT:	
Warrants payable	42,930
Accrued payroll and related withholdings	111,247
Other liabilities	500
Unearned revenue	272,921
Right to use lease liabilities	247,519
Compensated absences	115,380
Loan payable	17,097
Total current liabilities	807,594
NONCURRENT:	
Right to use lease liabilities	14,063
Compensated absences	282,299
Net other postemployment benefits liability	1,353,728
Loan payable	786,377
Total noncurrent liabilities	2,436,467
TOTAL LIABILITIES	3,244,061
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to other postemployment benefits	1,558,642
NET POSITION	
Net investment in capital assets	852,870
Unrestricted	530,184
TOTAL NET POSITION	$ 1,383,054

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Statement of Activities

Year Ended June 30, 2025

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue
Primary Government:				
Governmental Activities:				
Administration	$ 1,013,626	$ 266,505	$ -	$ (747,121)
Instruction	5,335,642	-	-	(5,335,642)
Other school services	214,487	-	-	(214,487)
Operations and maintenance	326,294	-	-	(326,294)
Fixed charges	1,006,117	-	-	(1,006,117)
Intergovernmental on-behalf payments	1,604,361	-	1,604,361	-
Health services	367,574	-	24,000	(343,574)
Summer programs	270,228	-	-	(270,228)
ADH	1,573,698	2,679,698	25,752	1,131,752
SAIL	2,091,768	3,521,066	-	1,429,298
Interest	81,300	-	-	(81,300)
Unallocated depreciation	400,925	-	-	(400,925)
Total Governmental Activities	$ 14,286,020	$ 6,467,269	$ 1,654,113	$ **(6,164,638)**

(Continued)

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Statement of Activities (Continued)

Year Ended June 30, 2025

		Governmental Activities
Changes in net position:		
Net (expense) revenue from previous page	$	**(6,164,638)**
General revenues:		
Tuition		7,048,926
Unrestricted investment income		6,814
Miscellaneous revenue		11,463
Total general revenues		7,067,203
Change in net position		902,565
Net position:		
Beginning of year, as previously reported		838,491
Implementation of GASB Statement 101		(358,002)
Beginning of year, as restated		480,489
End of year	$	1,383,054

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Governmental Funds
Balance Sheet

June 30, 2025

	General	Capital Reserve Fund	Total Governmental Funds
ASSETS			
Cash and cash equivalents	$ 1,577,910	$ 250,444	$ 1,828,354
Receivables, net of uncollectibles:			
Member tuition	562,732	-	562,732
Non member tuition	112,167	-	112,167
Intergovernmental	1,418,508	-	1,418,508
TOTAL ASSETS	$ 3,671,317	$ 250,444	$ 3,921,761
LIABILITIES			
Warrants payable	$ 42,930	$ -	$ 42,930
Accrued payroll and related withholdings	111,247	-	111,247
Other liabilities	500	-	500
Unearned revenue	272,921	-	272,921
TOTAL LIABILITIES	427,598	-	427,598
FUND BALANCES			
Committed	-	250,444	250,444
Unassigned	3,243,719	-	3,243,719
TOTAL FUND BALANCES	3,243,719	250,444	3,494,163
TOTAL LIABILITIES AND FUND BALANCES	$ 3,671,317	$ 250,444	$ 3,921,761

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Reconciliation of the Governmental Funds Balance Sheet Total Fund Balances to the Statement of Net Position

June 30, 2025

Total governmental fund balances		$ 3,494,163
Capital assets (net) used in governmental activities are not financial resources and, therefore, are not reported in the funds		1,917,926
The statement of net position includes certain deferred inflows of resources and deferred outflows of resources that will be amortized over future periods. In governmental funds, these amounts are not reported		(1,212,572)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the governmental funds:		
Loans payable	(803,474)	
Net other postemployment benefits liability	(1,353,728)	
Right to use lease liabilities	(261,582)	
Compensated absences	(397,679)	
Net effect of reporting long-term liabilities		(2,816,463)
Net position of governmental activities		$ 1,383,054

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Governmental Funds
Statement of Revenues, Expenditures and Changes in Fund Balances

Year Ended June 30, 2025

	General	Capital Reserve Fund	Total Governmental Funds
REVENUES:			
Member tuition	$ 5,954,512	$ -	$ 5,954,512
Non-member tuition	1,094,414	-	1,094,414
Department of Developmental Services	3,303,752	-	3,303,752
Massachusetts Commission for the Blind	217,314	-	217,314
Department of Elementary and Secondary Education	124,002	-	124,002
MassHealth	2,487,473	-	2,487,473
Intergovernmental	49,752	-	49,752
Intergovernmental for on-behalf payments	1,604,361	-	1,604,361
Professional development	266,505	-	266,505
Miscellaneous	79,686	-	79,686
Investment income	6,814	-	6,814
TOTAL REVENUES	15,188,585	-	15,188,585
EXPENDITURES:			
Current:			
Administration	1,076,087	-	1,076,087
Instruction	5,335,642	-	5,335,642
Other school services	214,487	-	214,487
Operations and maintenance	326,294	-	326,294
Fixed charges	1,006,117	-	1,006,117
Intergovernmental on-behalf payments	1,604,361	-	1,604,361
Health services	367,574	-	367,574
Summer programs	270,228	-	270,228
SAIL	2,091,768	-	2,091,768
ADH	1,605,148	-	1,605,148
Debt service:			
Principal payments	15,459	-	15,459
Principal payments on right to use leases	442,680	-	442,680
Interest payments	66,399	-	66,399
Interest payments on right to use leases	14,901	-	14,901
TOTAL EXPENDITURES	14,437,145	-	14,437,145
NET CHANGE IN FUND BALANCES	751,440	-	751,440
FUND BALANCES AT BEGINNING OF YEAR	2,492,279	250,444	2,742,723
FUND BALANCES AT END OF YEAR	$ 3,243,719	$ 250,444	$ 3,494,163

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities

Year Ended June 30, 2025

Net change in fund balances - total governmental funds		$ 751,440
Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.		
Capital outlay	31,450	
Depreciation expense	(400,925)	
Net effect of reporting capital assets		(369,475)
The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the financial resources of governmental funds. Neither transaction has any effect on net position. Also, governmental funds report the effect of premiums, discounts, and similar items when debt is first issued, whereas these amounts are unavailable and amortized in the Statement of Activities.		
Principal payments on right to use lease liabilities	442,680	
Debt service principal payments	15,459	
Net effect of reporting long-term debt		458,139
Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.		
Net change in compensated absences accrual	(8,658)	
Net change in deferred outflow/(inflow) of resources related to other postemployment benefits	106,467	
Net change in net other postemployment benefits liability	(35,348)	
Net effect of recording long-term liabilities		62,461
Change in net position of governmental activities		$ 902,565

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Fiduciary Funds
Statement of Fiduciary Net Position

June 30, 2025

	Other Postemployment Benefit Trust Fund
ASSETS	
Cash and cash equivalents	$ 13,547
Investments:	
Equity mutual funds	658,770
Fixed income mutual funds	210,577
TOTAL ASSETS	882,894
NET POSITION	
Restricted for other postemployment benefits	$ 882,894

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Fiduciary Funds
Statement of Changes in Fiduciary Net Position

Year Ended June 30, 2025

	Other Postemployment Benefit Trust Fund
ADDITIONS:	
Contributions:	
Employer contributions for other postemployment benefit payments	$ 80,066
Net investment income:	
Investment income	71,998
Less: investment expense	(1,589)
Net investment income	70,409
TOTAL ADDITIONS	150,475
DEDUCTIONS:	
Other postemployment benefit payments	80,066
NET INCREASE IN NET POSITION	70,409
NET POSITION AT BEGINNING OF YEAR	812,485
NET POSITION AT END OF YEAR	$ 882,894

See notes to basic financial statements.

Southeastern Massachusetts Educational Collaborative

Notes to Basic Financial Statements

June 30, 2025

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Southeastern Massachusetts Educational Collaborative (the "Collaborative") is a public educational collaborative formed under Chapter 40, Section 4E, by an agreement between the member school districts from the Cities and Towns of Acushnet, Dartmouth, Fairhaven, Fall River, Marion, Mattapoisett, Rochester, Old Rochester Regional School District, New Bedford, and Greater New Bedford Regional Vocational Technical High School. The primary purpose of the Collaborative is to expand the quality of special educational services that can be provided more effectively and efficiently by pooling the resources and students of several school districts.

Governance of the Collaborative is vested in a 10-member Board of Directors (the "Board") comprised of one representative appointed by each member school committee. The Board appoints an Executive Director who is the chief operating official for the Collaborative and who reports directly to the Board.

The accompanying basic financial statements of the Southeastern Massachusetts Educational Collaborative have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing governmental accounting and financial reporting principles. The significant Collaborative accounting policies are described herein.

A. Reporting Entity

For financial reporting purposes, the Collaborative has included all funds, organizations, agencies, boards, commissions, and institutions. The Collaborative has also considered all potential component units for which it is financially accountable as well as other organizations for which the nature and significance of their relationship with the Collaborative are such that exclusion would cause the basic financial statements to be misleading or incomplete. As required by GAAP, these basic financial statements present the Collaborative (the primary government) and its component units. The Collaborative has no component units that require inclusion in these basic financial statements.

The primary government consists of all funds and departments which provide various services including administrative, instructional, health, summer program, adult programs, and other. The Collaborative Board of Directors and Executive Director are directly responsible for these activities.

B. Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The government-wide financial statements (i.e., statement of net position and the statement of changes in net position) report information on all of the non-fiduciary activities of the primary government and its component units. *Governmental activities* are primarily supported by member assessments, state, and other intergovernmental revenue.

Fund Financial Statements

Separate financial statements are provided for governmental funds and fiduciary funds, even though fiduciary funds are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements. Nonmajor funds are aggregated and displayed in a single column.

Major Fund Criteria

Major funds must be reported if the following criteria are met:

- If the total assets and deferred outflows, liabilities and deferred inflows, revenues, or expenditures/expenses of an individual governmental or enterprise fund are at least 10 percent of the corresponding element (assets, liabilities, etc.) for all funds of that category or type (total governmental or total enterprise funds), *and*

- If the total assets and deferred outflows, liabilities and deferred inflows, revenues, or expenditures/expenses of the individual governmental fund are at least 5 percent of the corresponding element for all governmental and enterprise funds combined.

Additionally, any other governmental fund that management believes is particularly significant to the basic financial statements may be reported as a major fund.

Fiduciary funds are reported by fund type.

C. Measurement Focus, Basis of Accounting and Financial Statement Presentation

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded when the liabilities are incurred. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The statement of activities demonstrates the degree to which the direct expenses of a particular function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include the following:

- Charges to recipients who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment.
- Grants and contributions that are restricted to meeting the operational requirements of a particular function or segment.

Other items not identifiable as program revenues are reported as general revenues.

The effect of interfund activity has been removed from the government-wide financial statements.

Fund Financial Statements

Governmental fund financial statements are reported using the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on general long-term debt which is recognized when due, and certain compensated absences, claims and judgments which are recognized when the obligations are expected to be liquidated with current expendable available resources.

Investment income is susceptible to accrual. Other receipts and revenues become measurable and available when the cash is received and are recognized as revenue at that time.

Entitlements and shared revenues are recorded at the time of receipt or earlier if susceptible to accrual criteria is met. Expenditure driven grants recognize revenue when the qualifying expenditures are incurred and all other grant requirements are met.

The *general fund* is the primary operating fund. It is used to account for all financial resources, except those that are required to be accounted for in another fund.

The *capital reserve fund* is used to support costs associated with the acquisition, maintenance, and improvement of capital assets, including real property, to benefit the Collaborative.

Fiduciary fund financial statements are reported using the flow of economic resources measurement focus and use the accrual basis of accounting. Fiduciary funds are used to account for assets held in a trustee capacity for others that cannot be used to support the governmental programs.

The following fiduciary fund types are reported:

The *other postemployment benefit trust fund* is used to accumulate resources to provide funding for future OPEB liabilities.

D. Cash and Investments

Government-Wide and Fund Financial Statements

Cash and cash equivalents are considered to be cash on hand, demand deposits and short-term investments with an original maturity of three months or less from the date of acquisition. Investments are carried at fair value.

E. Fair Value Measurements

The Southeastern Massachusetts Educational Collaborative reports required types of financial instruments in accordance with the fair value standards. These standards require an entity to maximize the use of observable inputs (such as quoted prices in active markets) and minimize the use of unobservable inputs (such as appraisals or valuation techniques) to determine fair value.

Fair value standards also require the government to classify these financial instruments into a three-level hierarchy, based on the priority of inputs to the valuation technique or in accordance with net asset value practical expedient rules, which allow for either Level 2 or Level 3 depending on lock up and notice periods associated with the underlying funds.

Instruments measured and reported at fair value are classified and disclosed in one of the following categories:

Level 1 – Quoted prices are available in active markets for identical instruments as of the reporting date. Instruments, which are generally included in this category, include actively traded equity and debt securities, certain U.S. government obligations, and mutual funds with quoted market prices in active markets.

Level 2 – Pricing inputs are other than quoted in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies. Certain fixed income securities, primarily corporate bonds, and certain U.S. government obligations are classified as Level 2 because fair values are estimated using pricing models, matrix pricing, or discounted cash flows.

Level 3 – Pricing inputs are unobservable for the instrument and include situations where there is little, if any, market activity for the instrument. The inputs into the determination of fair value require significant management judgment or estimation.

In some instances, the inputs used to measure fair value may fall into different levels of the fair value hierarchy and is based on the lowest level of input that is significant to the fair value measurement.

Market price is affected by a number of factors, including the type of instrument and the characteristics specific to the instrument. Instruments with readily available active quoted prices generally will have a higher degree of market price observability and a lesser degree of judgment used in measuring fair

value. It is reasonably possible that change in values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these financial statements. See Note 2 – Cash and Investments.

F. Accounts Receivable

Government-Wide and Fund Financial Statements

The recognition of revenue related to accounts receivable reported in the government-wide financial statements and fiduciary funds financial statements are reported under the accrual basis of accounting. The recognition of revenue related to accounts receivable reported in the governmental funds financial statements are reported under the modified accrual basis of accounting.

Due from member and non-member tuitions

Member and non-member tuition receivables consist of tuition payments due to the Collaborative from various member communities and non-member communities.

These receivables are considered 100% collectible and therefore do not report an allowance for uncollectibles.

Intergovernmental and other

Various federal and state grants for operating and capital purposes are applied for and received annually. For non-expenditure driven grants, receivables are recorded as soon as all eligibility requirements imposed by the provider have been met. For expenditure driven grants, receivables are recorded when the qualifying expenditures are incurred and all other grant requirements are met.

These receivables are considered 100% collectible and therefore do not report an allowance for uncollectibles.

G. Inventories

Government-Wide and Fund Financial Statements

Inventories are recorded as expenditures at the time of purchase. Such inventories are not material in total to the government-wide and fund financial statements, and therefore are not reported.

H. Capital Assets

Government-Wide Financial Statements

Capital assets, which include buildings and right to use buildings, building improvements, vehicles, and equipment, are reported in the government-wide financial statements. Capital assets are recorded at

historical cost, or at estimated historical cost, when actual historical cost could not be determined. Donated capital assets are recorded at acquisition value.

All purchases and construction costs in excess of $5,000 are capitalized at the date of acquisition or construction, respectively, with expected useful lives of greater than one year.

Capital assets are depreciated on a straight-line basis. The estimated useful lives of capital assets are as follows:

Capital Asset Type	Estimated Useful Life (in years)
Building and right to use buildings	5-40
Building improvements	25-30
Vehicles	5
Equipment	5-7

The cost of normal maintenance and repairs that do not add to the value of the assets or materially extend asset lives are not capitalized and are treated as expenses when incurred. Improvements are capitalized.

The Collaborative reviews the carrying value of its long-lived assets to ensure that any impairment issues are identified and appropriately reflected in the financial statements. Should the expected cash flows be less than the carrying value, an impairment loss would be recognized to reduce the carrying value. There was no impairment loss recorded during 2025.

Governmental Fund Financial Statements

Capital asset costs are recorded as expenditures in the acquiring fund in the year of the purchase.

I. Deferred Outflows/(Inflows) of Resources

Government-Wide Financial Statements (Net Position)

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/ expenditure) until then. The Collaborative reported deferred outflows related to other postemployment benefits in this category.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net assets that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Collaborative reported deferred inflows related to other postemployment benefits in this category.

J. Interfund Receivables and Payables

During the course of its operations, transactions occur between and within individual funds that may result in amounts owed between funds.

Fund Financial Statements

Transactions of a buyer/seller nature between and within funds are not eliminated from the individual fund statements. Receivables and payables resulting from these transactions are classified as "Due from other funds" or "Due to other funds" on the balance sheet.

Government-Wide Financial Statements

Transactions of a buyer/seller nature between and within governmental funds are eliminated from the governmental activities in the statement of net position.

K. Interfund Transfers

During the course of its operations, resources are permanently reallocated between and within funds. These transactions are reported as transfers in and transfers out.

Government-Wide Financial Statements

Transfers within governmental funds are eliminated from the governmental activities in the statement of activities.

Fund Financial Statements

Transfers between and within funds are *not* eliminated from the individual fund statements and are reported as transfers in and transfers out.

L. Net Position and Fund Equity

Government-Wide Financial Statements (Net Position)

Net position reported as "net investment in capital assets" includes capital assets, net of accumulated depreciation, less the principal balance of outstanding debt used to acquire capital assets. Unspent proceeds of capital related debt are not considered to be capital assets.

Sometimes the Collaborative will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted – net position and unrestricted – net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the Collaborative's policy to consider restricted – net position to have been depleted before unrestricted – net position is applied.

Fund Financial Statements (Fund Balances)

Governmental fund balances are classified as nonspendable, restricted, committed, assigned, or unassigned based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

The governmental fund balance classifications are as follows:

"Nonspendable" fund balance includes amounts that cannot be spent because they are either not in spendable form or they are legally or contractually required to be maintained intact.

"Restricted" fund balance includes amounts subject to constraints placed on the use of resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or that are imposed by law through constitutional provisions or enabling legislation.

"Committed" fund balance includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the government's highest level of decision-making authority.

"Assigned" fund balance includes amounts that are constrained by the Collaborative's intent to be used for specific purposes, but are neither restricted nor committed.

"Unassigned" fund balance includes the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund.

The Collaborative's spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance. Most governmental funds are designated for one purpose at the time of their creation. Therefore, any expenditure from the fund will be allocated to the applicable fund balance classifications in the order of the aforementioned spending policy. The general fund and certain other funds may have more than one purpose.

M. Long-Term Debt

Government-Wide Financial Statements

Long-term debt is reported as liabilities in the government-wide statement of net position. Material bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount.

Governmental Fund Financial Statements

The face amount of governmental funds long-term debt is reported as other financing sources. Bond premiums and discounts, as well as issuance costs, are recognized in the current period. Bond premiums are reported as other financing sources and bond discounts are reported as other financing uses. Issuance costs, whether or not withheld from the actual bond proceeds received, are reported as administrative expenditures.

N. Right to Use Lease Liability

Government-Wide Financial Statements

Right to use lease liabilities are reported at the present value of their future minimum lease payments. Lease payments are reported as reductions of the lease liability and as interest expense during the lease term.

Governmental Fund Financial Statements

The present value of the future minimum lease payments is reported within the governmental funds as other financing sources and a capital expenditure. Lease payments are reported as debt service expenditures.

O. Investment Income

Investment income derived from major and nonmajor governmental funds is legally assigned to the general fund unless otherwise directed by Massachusetts General Law (MGL).

P. Compensated Absences

Employees are granted vacation and sick leave in varying amounts based on collective bargaining agreements, state laws and executive policies.

Accumulated sick pay for the Executive Director is accrued and vested at 25% of accumulated sick days up to a maximum of 180 days. For all other employees, sick pay is not paid out for unused sick days upon termination of employment. Unused sick days may be accumulated to a maximum of 180 days.

Government-Wide Financial Statements

Vested or accumulated sick leave is reported as liabilities and expensed as when the benefits are earned by employees.

Governmental Fund Financial Statements

Vested or accumulated vacation and sick leave, which will be liquidated with expendable available financial resources, are reported as expenditures and fund liabilities upon maturity of the liability.

Q. Use of Estimates

Government-Wide and Fund Financial Statements

The preparation of basic financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure for contingent assets and liabilities at the date of the basic financial statements and the reported amounts of the revenues and expenditures/expenses during the year. Actual results could vary from estimates that were used.

R. Total Column

Government-Wide Financial Statements

The total column, whenever presented on the government-wide financial statements represents consolidated financial information.

Fund Financial Statements

The total column on the fund financial statements is presented only to facilitate financial analysis. Data in this column is not the equivalent of consolidated financial information.

NOTE 2 – CASH AND INVESTMENTS

A cash and investment pool is maintained that is available for use by all funds. Each fund type's portion of this pool is displayed on the balance sheet as "Cash and Cash Equivalents". The deposits and investments of trust funds are held separately from those of other funds.

Statutes authorize the investment in obligations of the U.S. Treasury, agencies, and instrumentalities, certificates of deposit, repurchase agreements, money market accounts, bank deposits and the State Treasurer's Investment Pool (“Pool”). In addition, there are various restrictions limiting the amount and length of deposits and investments.

The Pool meets the criteria of an external investment pool. The Pool is administered by the Massachusetts Municipal Depository Trust ("MMDT"), which was established by the Treasurer of the Commonwealth who serves as Trustee. The fair value of the position in the Pool is the same as the value of the Pool shares.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the Collaborative's deposits may not be returned to it. The Collaborative does not have a formal deposit policy for custodial credit risk.

At year-end, the carrying amount of deposits totaled $1,841,901 and the bank balance totaled $1,242,488. Of the bank balance, $472,084 was covered by Federal Depository Insurance, $1,568,222 was collateralized, and $215,730 remained uninsured and uncollateralized.

Investments

The Collaborative holds investments in the OPEB Trust Fund, and the Collaborative's investment policy indicates that investments held in the trust will be adequately diversified and risk controls will be maintained within the subcategories agreed upon within the investment policy statement. The investments held in the trust will adhere to the prudent investor rule established in the MGL Chapter 203c.

The Collaborative holds investments that are measured at fair value on a recurring basis. Because investing is not a core part of the Collaborative mission, the Collaborative determines that the disclosures related to these investments only need to be disaggregated by major type. The Collaborative chooses a narrative format for disclosing the levels within the fair value hierarchy.

The Collaborative categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

As of June 30, 2025, the Collaborative had $658,770 invested in equity mutual funds, and $210,577 invested in fixed income mutual funds within its OPEB Trust fund. These investments are classified in Level 1 of the fair value hierarchy and are valued using prices quoted in active markets for those securities.

Custodial Credit Risk – Investments

For an investment, this is the risk that, in the event of a failure by the counterparty, the entity will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The Collaborative's investment policy specifies that the financial institution's financial statements will be reviewed as well as the background of the sales representative before investing with the financial

institution to limit the OPEB Trust Fund's exposure to only institutions with proven financial strength, capital adequacy and overall affirmative reputation in the municipal industry.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Collaborative will manage interest rate risk by managing duration in the account.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfil its obligation to the holder of the investment. Credit risk is measured by the assignment of a rating by a nationally recognized statistical rating organization. Because obligations of the United States Government and some of its agencies are not considered to have credit risk, the Collaborative does not limit the amount it can invest in these securities.

For fixed income investments, the Collaborative's investment policy only allows for purchases of investment grade securities with a high concentration in securities rated A or better. These investments in fixed income securities will be made primarily for income and capital preservation.

For lower-quality investments, the Collaborative's investment policy only allows for these investments to be held through diversified vehicles, such as mutual funds or exchange-traded funds. Also, the investment policy specifies that there is no limit to the amount of funds that can be placed in MMDT.

The Collaborative's investments in fixed income and money market mutual funds were unrated.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the Collaborative's investment in a single issuer. The Collaborative's policy is to diversify the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized. Securities of a single corporate issuer (with the exception of U.S. Government Agencies) will not exceed 5% of the total portfolio value.

At June 30, 2025, no more than 5% of the Collaborative's investments were invested in any one corporate issuer.

NOTE 3 – RECEIVABLES

At June 30, 2025, receivables for the major governmental funds are as follows:

	Gross Amount	Allowance for Uncollectibles	Net Amount
Receivables:			
Member tuition	$ 562,732	$ -	$ 562,732
Non member tuition	112,167	-	112,167
Intergovernmental	1,418,508	-	1,418,508
Total	$ 2,093,407	$ -	$ 2,093,407

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2025, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Capital assets not being depreciated:				
Land	$ 468,715	$ -	$ -	$ 468,715
Capital assets being depreciated:				
Building and right to use building	2,825,694	-	-	2,825,694
Building improvements	218,183	-	-	218,183
Vehicles	880,915	31,450	-	912,365
Equipment	101,635	-	-	101,635
Total capital assets being depreciated	4,026,427	31,450	-	4,057,877
Less accumulated depreciation for:				
Building and right to use building	(1,402,551)	(370,380)	-	(1,772,931)
Building improvements	(48,921)	(8,081)	-	(57,002)
Vehicles	(654,634)	(22,464)	-	(677,098)
Equipment	(101,635)	-	-	(101,635)
Total accumulated depreciation	(2,207,741)	(400,925)	-	(2,608,666)
Total capital assets being depreciated, net	1,818,686	(369,475)	-	1,449,211
Total governmental activities capital assets, net	$ 2,287,401	$ (369,475)	$ -	$ 1,917,926

Unallocated depreciation expense totaled $400,925 for the year ended June 30, 2025.

NOTE 5 – RIGHT TO USE LEASES

The Collaborative has entered into lease agreements for the Collaborative's administrative office building, which ends in June 2026, and a building used for other various programs, which ends in October 2026. The cost of these leases for 2025, totaled $457,581 and are reported as debt service principal and interest on right to use leases in the general fund. A corresponding right to use lease building in the amount of the present value of the future lease payments has been reported as a capital asset. The cost of the assets acquired through these leases totaled $2.8 million, and the accumulated depreciation on those assets totaled $1.8 million. The future lease payments under these agreements are as follows:

Years ending June 30th:	Principal	Interest	Total
2026.....	$ 247,519	$ 2,438	$ 249,957
2027.....	14,063	56	14,119
Total.....	$ 261,582	$ 2,494	$ 264,076

NOTE 6 – LOANS PAYABLE

Short-Term Financing

Short-term debt may be authorized and issued to fund the following:

- Current operating costs prior to the collection of revenues through issuance of revenue or tax anticipation notes (RANS or TANS).
- Capital project costs and other approved expenditures incurred prior to obtaining permanent financing through issuance of bond anticipation notes (BANS) or grant anticipation notes (GANS).

Short-term loans are general obligations and carry maturity dates that are limited by statute. Interest on short-term borrowings is accounted for in the general fund.

As of June 30, 2025, the Collaborative had no short-term financing.

Line of Credit

On July 24, 2012, the Collaborative was approved for a line of credit agreement with Rockland Trust that provides for secured borrowings of up to $200,000. On July 26, 2023, the Collaborative entered into loan modification agreement which increase the borrowing amount available under the line of credit to $455,000. The secured line of credit is on a revolving basis and is payable on demand. The Collaborative is required to pay down the outstanding balance of principal under the line of credit to not more than 40% of the borrowing amount available for a period of 30 consecutive days during each 12-month period. The line of credit will terminate, and any outstanding balance will be due and payable on May 26, 2026. As collateral for the loan, the Collaborative grants the bank a valid first mortgage on the property located in New Bedford, Massachusetts along with the assignment of rents and leases. In addition, the Collaborative grants the bank a valid first security interest in all business assets. The principal amount of the loan outstanding bears interest at an annual flowing rate using the national prime rate plus 0.50% per annum.

In 2025, the Collaborative paid down the balance on the line of credit totaling $175,007. As of June 30, 2025, the Collaborative did not have an outstanding balance of under the line of credit.

Loan Payable

On July 26, 2023, the Collaborative secured long-term financing in the form of a Promissory Note (Note) in the amount of $832,000, to acquire the property at 267 Samuel Barnet Boulevard to support a therapeutic learning center. The promissory note provides for an initial interest rate of 6.05%, and the interest rate may be increased or decreased beginning on July 26, 2028, and then every five years thereafter. The Note requires consecutive monthly payments in the amount of $5,429 consisting of principal and interest beginning on August 28, 2023, except for the final payment. The final payment shall be due on July 26, 2033, in the amount of the outstanding principal balance and any unpaid accrued interest.

Debt service requirements for the loan payable in future years were as follows:

Year	Principal	Interest	Total
2026	$ 17,097	$ 48,051	$ 65,148
2027	18,160	46,987	65,147
2028	19,290	45,858	65,148
2029	20,490	44,658	65,148
2030	21,764	43,383	65,147
2031	23,118	42,029	65,147
2032	24,556	40,591	65,147
2033	26,084	39,064	65,148
2034	632,915	3,183	636,098
Total	$ 803,474	$ 353,804	$ 1,157,278

Changes in Long-Term Liabilities

During the year ended June 30, 2025, the following changes occurred in long-term liabilities:

	(As Restated) Beginning Balance	Other Increases	Other Decreases	Ending Balance	Due Within One Year
Loan payable.....	$ 818,933	$ -	$ (15,459)	$ 803,474	$ 17,097
Right to use lease payable.....	704,262	-	(442,680)	261,582	247,519
Compensated absences.....	389,021	39,677	(31,019)	397,679	115,380
Net other postemployment benefits.....	1,318,380	115,414	(80,066)	1,353,728	-
Total governmental activity long-term liabilities.....	$ 3,230,596	$ 155,091	$ (569,224)	$ 2,816,463	$ 379,996

NOTE 7 – GOVERNMENTAL FUND BALANCE CLASSIFICATIONS

The Collaborative has adopted GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. The intention of the GASB is to provide a more structured classification of fund balance and to improve the usefulness of fund balance reporting to the users of the Collaborative's financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the uses of those resources.

GASB 54 provides for two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items, inventories, and principal (corpus) of an endowment fund.

In addition to the nonspendable fund balance, GASB 54 has provided a hierarchy of spendable fund balances, based on a hierarchy of spending constraints.

- Restricted: fund balances that are constrained by external parties, constitutional provisions, or enabling legislation.

- Committed: fund balances that contain self-imposed constraints of the government from its highest level of decision-making authority.

- Assigned: fund balances that contain self-imposed constraints of the government to be used for a particular purpose.

- Unassigned: fund balance of the general fund that is not constrained for any particular purpose. In other governmental funds, the unassigned classification is used to only report a deficit balance

resulting from overspending for specific purposes for which amounts had been restricted, committed or assigned.

The Collaborative applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned, or unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

As of June 30, 2025, the governmental fund balances consisted of the following:

	General	Capital Reserve Fund	Total Governmental Funds
Fund Balances:			
Committed to:			
Capital reserve.....	$ -	$ 250,444	$ 250,444
Unassigned.....	3,243,719	-	3,243,719
Total Fund Balances.....	$ 3,243,719	$ 250,444	$ 3,494,163

Per request of the member school committees, the Collaborative Board approved the establishment of a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of capital assets, including real property, to benefit the Collaborative with a maximum cumulative reserve balance of $500,000 as amended. In 2020, the Board began to allow the Collaborative to use capital reserve funds for improvements at any Collaborative property which has a valid long-term lease, over five years.

The Board voted to make an initial deposit up to a maximum of $50,000 from the 2015 surplus funds and/or cumulative general surplus funds into the restricted capital reserve account. Since inception of the fund, the Board has voted to transfer various sums of money from surplus funds to the restricted capital reserve fund for various capital uses.

NOTE 8 – RISK FINANCING

The Collaborative is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the Collaborative carries commercial insurance. Settlement claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three years.

The Collaborative participates in premium-based health care plans for its employees and retirees.

NOTE 9 – PENSION PLAN

*Plan Description*s

The Collaborative is a member of the Massachusetts State Employees' Retirement System (MSERS), a public employee retirement system that administers a cost-sharing multi-employer defined benefit plan covering substantially all employees of the Commonwealth and certain employees of the independent authorities and agencies. The MSERS is part of the Commonwealth's reporting entity and the audited financial report may be obtained by visiting https://www.macomptroller.org/gasb-68-reports/.

The Collaborative is also a member of the Massachusetts Teachers' Retirement System (MTRS), a cost-sharing multi-employer defined benefit plan. MTRS is managed by the Commonwealth of Massachusetts (Commonwealth) on behalf of municipal teachers and municipal teacher retirees. The Commonwealth is a nonemployer contributor and is responsible for 100% of the contributions and future benefit requirements of the MTRS. The MTRS covers certified teachers in cities (except Boston), towns, regional school districts, charter schools, educational collaboratives and Quincy College. The MTRS is part of the Commonwealth's reporting entity and the audited financial report may be obtained by visiting https://mtrs.state.ma.us/service/financial-reports/.

Special Funding Situations

The Commonwealth is a nonemployer contributor and is required by statute to make 100% of all actuarially determined employer contributions on behalf of the Collaborative's teachers and retired teachers to the MTRS. Therefore, the Collaborative is considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributor in MTRS. Since the Collaborative does not contribute directly to MTRS, the Collaborative does not have a net pension liability. The total of the Commonwealth provided contributions have been allocated based on each employer's covered payroll to the total covered payroll of employers in MTRS as of the measurement date of June 30, 2024. The Collaborative's portion of the collective pension expense, contributed by the Commonwealth, of $662,320 is reported in the general fund as intergovernmental revenue and pension expense in the current fiscal year. The portion of the Commonwealth's collective net pension liability associated with the Collaborative is $8,024,073 as of the measurement date.

A special funding situation was created by Massachusetts General Laws for all educational collaboratives in the Commonwealth. Collaboratives contribute amounts equal to the normal cost of non-teaching employees' benefits at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 6.1% of covered payroll. Legally, the Collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaboratives. Therefore, the Collaborative does not have a net pension liability. The Collaborative's required contribution to MSERS equaled its actual contribution for the year ended December 31, 2024, which was $276,891 and 6.1% of covered payroll.

The Commonwealth as a nonemployer is legally responsible for the entire past service cost related to the non-teaching employees of the Collaboratives and therefore has a 100% special funding situation. The total of the Commonwealth provided contributions are allocated based on each employer's covered payroll to the total covered payroll of employers in MSERS as of the measurement date of June 30, 2024. The Collaborative's portion of the collective pension expense, contributed by the Commonwealth, of $942,041 is reported as intergovernmental revenue and pension expense in the current fiscal year. The portion of the Commonwealth's collective net pension liability associated with the Collaborative is $9,125,980 as of the measurement date.

Benefits Provided

Both Systems provide retirement, disability, survivor and death benefits to plan members and beneficiaries. Massachusetts Contributory Retirement System benefits are, with certain minor exceptions, uniform from system to system. The System provides for retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For persons who became members on or after April 2, 2012, average salary is the average annual rate of regular compensation received during the five consecutive years that produce the highest average, or, if greater, during the last five years (whether or not consecutive) preceding retirement. Benefit payments are based upon a member's age, length of creditable service, level of compensation, and group classification. Members become vested after ten years of creditable service.

Employees who resign from service and who are not eligible to receive a retirement allowance or are under the age of 55 are entitled to request a refund of their accumulated total deductions. Survivor benefits are extended to eligible beneficiaries of members whose death occurs prior to or following retirement.

Cost-of-living adjustments granted between 1981 and 1997 and any increase in other benefits imposed by the Commonwealth's state law during those years are borne by the Commonwealth and are deposited into the pension fund. Cost-of-living adjustments granted after 1997 must be approved by the Board and are borne by the System.

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

Plan Description

The Collaborative administers a single-employer defined benefit healthcare plan (the "Plan"). The Plan provides healthcare insurance for eligible retirees and their spouses through the Collaborative's group health insurance plan, which covers both active and retired members. Chapter 32B of the MGL assigns authority to establish and amend benefit provisions of the plan. The Plan does not issue a publicly available financial report.

Funding Policy

The required contribution is based on a pay-as-you-go financing requirement. The Collaborative contributes 50 percent of the cost of medical insurance premiums for eligible retired plan members and their spouses. Plan members receiving benefits contribute the remaining portion of their premium costs. For 2025, the Collaborative contributed approximately $80,066 towards these benefits, which included contributions in excess of the pay-as-you-go financing requirement for plan benefits.

The Commonwealth of Massachusetts passed special legislation that has allowed the Collaborative to establish a postemployment benefit trust fund and to enable the Collaborative to begin pre-funding its other postemployment benefit (OPEB) liabilities. During 2025, the Collaborative did not contribute additional funds to the OPEB trust fund in excess of the pay-as-you-go required contributions. As of June 30, 2025 the balance of this fund totaled $882,894.

Plan Membership

The following table represents the Plan's membership at July 1, 2023:

Active members	139
Inactive members currently receiving benefits	4
Total	143

Components of OPEB liability

The following table represent the components of the Plan's OPEB liability as of June 30, 2025:

Total OPEB liability	$ 2,236,622
Less: OPEB plan's fiduciary net position	(882,894)
Net OPEB liability	$ 1,353,728
The OPEB plan's fiduciary net position as a percentage of the total OPEB liability	39.47%

Significant Actuarial Methods and Assumptions

The total OPEB liability in the July 1, 2023, actuarial valuation was determined by using the following actuarial assumptions, applied to all periods including the measurement date that was updated to June 30, 2025:

Valuation date	Actuarially Determined Contribution was calculated as of July 1, 2023.
Actuarial cost method	Individual Entry Age Normal.
Asset valuation method	Fair Value of Assets as of the measurement date, June 30 2025.
Investment rate of return	6.37%, net of OPEB plan investment expense, including inflation.
Discount rate	5.56%, net of OPEB plan investment expense, including inflation.
Inflation rate	2.50% as of June 30, 2025 and for future periods.
Salary increases	3.00% annually as of June 30, 2025, and for future periods.
Municipal bond rate	4.81% as of June 30, 2025 (S&P Municipal Bond 20-Year High Grade Index - SAPIHG.
Mortality rates:	
Pre-Retirement mortality	General: RP-2014 Mortality Table for Blue Collar Employees projected generationally with scale MP-2021, set forward 1 year for females. Teachers: PubT-2010 Mortality Table (Headcount-weighted) for Employees projected generationally with scale MP-2021.
Post-Retirement mortality	General: RP-2014 Mortality Table for Blue Collar Healthy Annuitants projected generationally with scale MP-2021, set forward 1 year for females. Teachers: PubT-2010 Mortality Table (Headcount-weighted) for Healthy Annuitants projected generationally with scale MP-2021.
Disabled mortality	General: RP-2014 Mortality Table for Blue Collar Healthy Annuitants projected generationally with scale MP-2021, set forward 1 year for males and 2 years for females. Teachers: PubT-2010 Mortality Table (Headcount-Weighted) for Healthy Annuitants projected generationally with scale MP-2021.

Rate of Return

For the year ended June 30, 2025, the annual money-weighted rate of return on investments, net of investment expense, was 8.67%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The Plan's expected future real rate of return of 4.12% is added to the expected inflation of 2.5% to produce the long-term expected nominal rate of return of 6.62%, and net of investment expense of 0.25%, a net investment rate of return of 6.37%. Best estimates of arithmetic real rates of return for each major asset class included in the OPEB plan's target asset allocation as of June 30, 2025, are summarized in the following table:

Asset Class	Long-Term Expected Asset Allocation	Long-Term Expected Real Rate of Return
Domestic equity-large cap	50.00%	4.52%
Domestic equity-small/mid cap	5.00%	5.06%
International equity-developed markets	8.75%	5.08%
International equity-emerging markets	2.75%	5.80%
Domestic fixed income	22.00%	2.44%
International fixed income	2.00%	2.13%
Alternatives	5.25%	6.09%
Real estate	2.75%	3.73%
Cash and cash equivalents	1.50%	0.00%
Total	100.00%	

Discount Rate

The discount rate used to measure the total OPEB liability was 5.56% as of June 30, 2025, and 4.92% as of June 30, 2024. The projection of cash flows used to determine the discount rate assumed that contributions will be made in accordance with the Collaborative's funding policy. Based on those assumptions, the OPEB plan's fiduciary net position is projected to be insufficient to make all projected benefit payments to current plan members. Therefore, the long-term expected rate of return on the OPEB plan assets is applied to the projected benefits payments which the Fiduciary Net Position is expected to be sufficient to cover and the Municipal Bond Rate is applied thereafter. The Municipal Bond Rate is based on the S&P Municipal Bond 20 – Year High Grade Index ("SAPIHG"), which was

4.81% as of June 30, 2025. The S&P Municipal Bond 20 – Year High Grade Index is the index rate for 20-year, tax exempt general obligation municipal bonds with an average rate of AA/Aa or higher.

Changes in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balances at June 30, 2024	$ 2,130,865	$ 812,485	$ 1,318,380
Changes for the year:			
Service cost	152,385	-	152,385
Interest	110,390	-	110,390
Changes in assumptions	(76,952)	-	(76,952)
Investment income	-	70,409	(70,409)
Contributions to trust	-	80,066	(80,066)
Benefit payments	(80,066)	(80,066)	-
Net change	105,757	70,409	35,348
Balance at June 30, 2025	$ 2,236,622	$ 882,894	$ 1,353,728

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following table presents the net other postemployment benefit liability, calculated using the discount rate of 5.56%, as well as what the net other postemployment benefit liability would be if it were calculated using a discount rate that is 1-percentage-point lower (4.56%) or 1-percentage-point higher (6.56%) than the current rate.

	1% Decrease (4.56%)	Current Discount Rate (5.56%)	1% Increase (6.56%)
Net OPEB liability	$ 1,538,444	$ 1,353,728	$ 1,192,541

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Trend

The following table presents the net other postemployment benefit liability, calculated using the current healthcare trend rate of 4.96% in 2025 decreasing to an ultimate trend rate of 3.63%, as well as what the net other postemployment benefit liability would be if it were calculated using a healthcare trend rate that is 1-percentage-point lower or 1-percentage-point higher.

	1% Decrease	Current Trend	1% Increase
Net OPEB liability.....	$ 1,129,736	$ 1,353,728	$ 1,614,742

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2025, the Collaborative recognized OPEB expense/(benefit) of ($71,119). At June 30, 2025, the Collaborative reported deferred outflows of resources and deferred inflows of resources related to OPEB of $346,070 and $1,558,642, respectively, from the following sources:

Deferred Category	Deferred Outflows of Resources	Deferred Inflows of Resources	Total
Differences between expected and actual experience.....	$ -	$ (1,437,699)	$ (1,437,699)
Difference between projected and actual earnings, net.....	-	(34,768)	(34,768)
Changes in assumptions.....	346,070	(86,175)	259,895
Total deferred outflows/(inflows) of resources.....	$ 346,070	$ (1,558,642)	$ (1,212,572)

Amounts reported as deferred outflows/(inflows) of resources related to OPEB will be recognized in OPEB expense/(benefit) as follows:

Year ended June 30:	
2026.....	$ (225,308)
2027.....	(257,437)
2028.....	(285,641)
2029.....	(217,145)
2030.....	(216,047)
Thereafter.....	(10,994)
Total.....	$ (1,212,572)

Changes of Assumption

The discount rate increased from 4.92% to 5.56%.

Changes in Plan Provisions

None.

NOTE 11 – CONTINGENCIES

Various legal actions and claims are pending against the Collaborative. Litigation is subject to many uncertainties, and the outcome of individual litigated matters is not always predictable. Although the amount of liability, if any, at June 30, 2025 cannot be ascertained, management believes any resulting liability should not materially affect the financial position at June 30, 2025.

NOTE 12– RESTATEMENT OF NET POSITION PREVIOUSLY REPORTED

In 2025, GASB Statement #101 Compensated Absences was required to be implemented by the Collaborative. This standard establishes new recognition and measurement requirements for compensated absences, such as unused vacation, sick leave, and other paid time off benefits. GASB Statement 101 requires that liabilities for compensated absences be recognized when earned by employees, rather than when paid or taken. The implementation of GASB Statement 101 resulted in a material change to the reported amount of the compensated absences liability in the financial statements.

	Reporting Units Affected by Adjustment to Beginning Net Position
	Governmental Activities
June 30, 2024, as previously reported…… $	838,491
Adjustment:	
Implementation of GASB Statement 101……	(358,002)
June 30, 2025, as restated…… $	480,489

NOTE 13 – IMPLEMENTATION OF NEW GASB PRONOUNCEMENTS

During 2025, the following GASB pronouncements were implemented:

- GASB Statement #101, *Compensated Absences*. The Collaborative implemented GASB Statement 101 in 2025. As more fully described in Note 12, the implementation of this pronouncement required a restatement of beginning net position.

- GASB Statement #102, *Certain Risk Disclosures*. This pronouncement did not impact the basic financial statements.

The following GASB pronouncements will be implemented in the future:

- The GASB issued Statement #103, *Financial Reporting Model Improvements,* which is required to be implemented for fiscal years beginning after June 15, 2025.

- The GASB issued Statement #104, *Disclosure of Certain Capital Assets*, which is required to be implemented for fiscal years beginning after June 15, 2025.

Management is currently assessing the impact the implementation of these pronouncements will have on the basic financial statements.

Required Supplementary Information

General Fund
Budgetary Comparison Schedule

The General Fund is the general operating fund of the Collaborative. It is used to account for all the financial resources, except those required to be accounted for in another fund.

Southeastern Massachusetts Educational Collaborative

General Fund
Schedule of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual

Year Ended June 30, 2025

	Budgeted Amounts			
	Original Budget	Final Budget	Actual Budgetary Amounts	Variance to Final Budget
REVENUES:				
Member and Non-member tuition	$ 7,222,000	$ 7,225,000	$ 7,048,926	$ (176,074)
Department of Developmental Services	3,000,000	3,000,000	3,303,752	303,752
Massachusetts Commission for the Blind	187,959	217,304	217,314	10
Department of Elementary and Secondary Education	120,000	120,000	124,002	4,002
MassHealth	2,660,000	2,700,000	2,487,473	(212,527)
Intergovernmental	16,000	32,000	49,752	17,752
Professional development	115,000	175,000	266,505	91,505
Miscellaneous	-	-	79,686	79,686
Investment income	-	-	6,814	6,814
TOTAL REVENUES	13,320,959	13,469,304	13,584,224	114,920
EXPENDITURES:				
Current:				
Administration	925,851	1,211,651	1,167,153	44,498
Instruction	5,914,500	5,227,300	5,335,642	(108,342)
Other school services	158,895	220,000	214,487	5,513
Operations and maintenance	291,200	241,050	326,294	(85,244)
Fixed charges	656,300	874,900	1,006,117	(131,217)
Health services	-	330,800	367,574	(36,774)
Acquisition of equipment	-	40,000	-	40,000
Summer programs	174,950	270,390	270,228	162
SAIL	2,949,948	2,830,300	2,230,619	599,681
ADH	1,823,613	1,851,056	1,832,812	18,244
Debt service:				
Principal	15,459	15,459	15,459	-
Interest	66,241	59,241	66,399	(7,158)
TOTAL EXPENDITURES	12,976,957	13,172,147	12,832,784	339,363
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	344,002	297,157	751,440	454,283
OTHER FINANCING SOURCES (USES):				
Transfers in	-	75,000	-	(75,000)
NET CHANGE IN FUND BALANCE	344,002	372,157	751,440	379,283
FUND BALANCES AT BEGINNING OF YEAR	2,492,279	2,492,279	2,492,279	-
FUND BALANCES AT END OF YEAR	$ 2,836,281	$ 2,864,436	$ 3,243,719	$ 379,283

See notes to required supplementary information.

Pension Plan Schedules

The Schedule of Collaborative's Contributions presents multi-year trend information on the Collaborative's required and actual contributions to the pension plan and related ratios.

The Schedule of the Special Funding Amounts of the Net Pension Liability for the Massachusetts State Employees Retirement System presents multi-year trend information on the liability and expense assumed by the Commonwealth of Massachusetts on behalf of the Collaborative along with related ratios.

The Schedule of the Special Funding Amounts of the Net Pension Liability for the Massachusetts Teachers Retirement System presents multi-year trend information on the liability and expense assumed by the Commonwealth of Massachusetts on behalf of the Collaborative along with related ratios.

See notes to required supplementary information.

Southeastern Massachusetts Educational Collaborative

Schedule of Contributions
Massachusetts State Employees' Retirement System

A special funding situation was created by Massachusetts General Laws for all educational collaboratives in the Commonwealth. Collaboratives contribute amounts equal to the normal cost of employees' benefits at a rate established by PERAC, currently 6.1% of covered payroll. Legally, the collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the collaboratives. The Commonwealth as a nonemployer is legally responsible for the entire past service cost related to the collaboratives and therefore has a 100% special funding situation. Since the collaborative does not contribute directly to MSERS for the past service cost, there is no net pension liability to recognize. This schedule discloses the collaborative's required and actual contribution for the normal cost; covered payroll; and contributions recognized by the pension plan in relation to the covered payroll.

Year	Collaborative's Statutory Required and Actual Contribution for Normal Cost	Collaborative's Covered Payroll	Amount of Contributions Recognized by the Pension Plan in Relation to Covered Payroll
2025.....	$ 276,891	$ 4,539,197	6.10%
2024.....	257,792	4,226,098	6.10%
2023.....	235,465	3,860,082	6.10%
2022.....	239,849	3,931,951	6.10%
2021.....	308,922	5,064,295	6.10%
2020.....	268,358	4,399,311	6.10%
2019.....	297,556	4,877,967	6.10%
2018.....	247,281	4,415,732	5.60%
2017.....	222,012	3,964,500	5.60%
2016.....	210,599	3,760,696	5.60%

See notes to required supplementary information.

Southeastern Massachusetts Educational Collaborative

Schedule of the Special Funding Amounts of the Net Pension Liability
Massachusetts State Employees' Retirement System

The Collaborative's teachers and retired teachers pensions are covered under the Massachusetts Teachers Retirement System while all other employees and retirees are covered under the Massachusetts State Employees Retirement System. This schedule only reports on the nonteacher employees and retirees covered under the Massachusetts State Employees Retirement System.

A special funding situation was created by Massachusetts General Laws for all educational collaboratives in the Commonwealth. Collaboratives contribute amounts equal to the normal cost of employees' benefits at a rate established by PERAC, currently 6.1% of covered payroll. Legally, the collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the collaboratives. The Commonwealth as a nonemployer is legally responsible for the entire past service cost related to the collaboratives and therefore has a 100% special funding situation. Since the collaborative does not contribute directly to MSERS for the past service cost, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the collective net pension liability that is associated with the collaborative; the portion of the collective pension expense as both a revenue and pension expense recognized by the collaborative; and the Plan's fiduciary net position as a percentage of the total liability.

Year	Commonwealth's 100% Share of the Associated Net Pension Liability	Expense and Revenue Recognized for the Commonwealth's Support	Plan Fiduciary Net Position as a Percentage of the Total Liability
2025.....	$ 9,125,980	$ 942,041	72.90%
2024.....	10,236,135	1,215,347	70.71%
2023.....	8,940,726	702,765	71.05%
2022.....	6,662,132	419,321	77.54%
2021.....	13,836,113	2,065,510	62.48%
2020.....	11,412,139	1,895,727	66.28%
2019.....	11,008,959	1,450,352	67.91%
2018.....	9,795,622	1,267,485	67.21%
2017.....	9,814,472	1,363,015	63.48%
2016.....	7,674,190	859,294	67.87%

See notes to required supplementary information.

Southeastern Massachusetts Educational Collaborative

Schedule of the Special Funding Amounts of the Net Pension Liability
Massachusetts Teachers' Retirement System

The Collaborative's teachers and retired teachers pensions are covered under the Massachusetts Teachers Retirement System while all other employees and retirees are covered under the Massachusetts State Employees Retirement System. This schedule only reports on the teacher and retired teachers covered under the Massachusetts Teachers' Retirement System.

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers which creates a special funding situation. Therefore, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the associated collective net pension liability; the portion of the collective pension expense as both a revenue and pension expense recognized; and the Plan's fiduciary net position as a percentage of the total liability.

Year	Commonwealth's 100% Share of the Associated Net Pension Liability	Expense and Revenue Recognized for the Commonwealth's Support	Plan Fiduciary Net Position as a Percentage of the Total Liability
2025.....	$ 8,024,073	$ 662,320	61.45%
2024.....	8,853,107	826,616	54.48%
2023.....	6,877,930	565,777	57.75%
2022.....	5,191,784	416,619	62.03%
2021.....	6,487,540	801,304	50.67%
2020.....	5,666,368	687,145	53.95%
2019.....	4,923,807	498,957	54.84%
2018.....	4,636,745	483,951	54.25%
2017.....	4,243,316	432,846	52.73%
2016.....	3,440,564	279,060	55.38%

See notes to required supplementary information.

Other Postemployment Benefits Plan Schedules

The Schedule of Changes in the Collaborative's Net Other Postemployment Benefit Liability and Related Ratios presents multi-year trend information on changes in the Plan's total OPEB liability, changes in the Plan's net position, and ending net OPEB liability. It also demonstrates the Plan's net position as a percentage of the total liability and the Plan's net other postemployment benefit liability as a percentage of covered-employee payroll.

The Schedule of the Collaborative's Contributions presents multi-year trend information on the Collaborative's actual contributions to the other postemployment benefit plan and related ratios.

The Schedule of Investment Returns presents multi-year trend information on the money-weighted investment return on the Plan's other postemployment assets, net of investment expense.

These schedules are intended to present information for ten years. Until a ten-year trend is compiled, information is presented for those years for which information is available.

Southeastern Massachusetts Educational Collaborative

Schedule of Changes in the Collaborative's Net OPEB Liability and Related Ratios

Other Postemployment Benefit Plan

	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023	June 30, 2024	June 30, 2025
Total OPEB Liability									
Service Cost	$ 143,374	$ 121,095	$ 135,798	$ 115,908	$ 121,415	$ 143,160	$ 169,275	$ 190,921	$ 152,385
Interest	96,650	106,134	129,668	130,106	165,283	162,885	157,680	166,960	110,390
Differences between expected and actual experience	247,743	-	-	(140,481)	-	(962,746)	-	(1,407,034)	-
Changes of assumptions	-	-	-	264,242	235,492	530,484	23,954	(28,302)	(76,952)
Benefit payments	(47,992)	(79,618)	(94,416)	(101,900)	(116,920)	(122,767)	(112,452)	(127,823)	(80,066)
Net change in total OPEB liability	439,775	147,611	171,050	267,875	405,270	(248,984)	238,457	(1,205,278)	105,757
Total OPEB liability - beginning	1,915,089	2,354,864	2,502,475	2,673,525	2,941,400	3,346,670	3,097,686	3,336,143	2,130,865
Total OPEB liability - ending (a)	$ 2,354,864	$ 2,502,475	$ 2,673,525	$ 2,941,400	$ 3,346,670	$ 3,097,686	$ 3,336,143	$ 2,130,865	$ 2,236,622
Plan fiduciary net position									
Employer contributions	$ 50,000	$ 25,000	$ 125,000	$ -	$ -	$ -	$ 75,000	$ 150,000	$ -
Employer contributions for OPEB payments	47,992	79,618	94,416	101,900	116,920	122,767	112,452	127,823	80,066
Net investment income (loss)	7,836	12,150	18,840	10,523	106,839	(38,788)	57,907	72,976	70,409
Benefit payments	(47,992)	(79,618)	(94,416)	(101,900)	(116,920)	(122,767)	(112,452)	(127,823)	(80,066)
Net change in plan fiduciary net position	57,836	37,150	143,840	10,523	106,839	(38,788)	132,907	222,976	70,409
Plan fiduciary net position - beginning of year	139,202	197,038	234,188	378,028	388,551	495,390	456,602	589,509	812,485
Plan fiduciary net position - end of year (b)	$ 197,038	$ 234,188	$ 378,028	$ 388,551	$ 495,390	$ 456,602	$ 589,509	$ 812,485	$ 882,894
Net OPEB liability - ending (a)-(b)	$ 2,157,826	$ 2,268,287	$ 2,295,497	$ 2,552,849	$ 2,851,280	$ 2,641,084	$ 2,746,634	$ 1,318,380	$ 1,353,728
Plan fiduciary net position as a percentage of the total OPEB liability	8.37%	9.36%	14.14%	13.21%	14.80%	14.74%	17.67%	38.13%	39.47%
Covered-employee payroll	$ 6,502,663	$ 6,697,743	$ 6,898,675	$ 6,038,644	$ 6,219,803	$ 6,353,085	$ 6,543,678	$ 7,737,065	$ 7,969,177
Net OPEB liability as a percentage of covered-employee payroll	33.18%	33.87%	33.27%	42.28%	45.84%	41.57%	41.97%	17.04%	16.99%

Note: this schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

Southeastern Massachusetts Educational Collaborative

Schedule of the Collaborative's Contributions

Other Postemployment Benefit Plan

Year	Actuarially determined contribution	Contributions in relation to the actuarially determined contribution	Contribution deficiency (excess)	Covered-employee payroll	Contributions as a percentage of covered-employee payroll
June 30, 2025.....	$ 215,372	$ (80,066)	$ 135,306	$ 7,969,177	1.00%
June 30, 2024.....	247,635	(277,823)	(30,188)	7,737,065	3.59%
June 30, 2023.....	285,956	(187,452)	98,504	6,543,678	2.86%
June 30, 2022.....	256,632	(122,767)	133,865	6,353,085	1.93%
June 30, 2021.....	241,477	(116,920)	124,557	6,219,803	1.88%
June 30, 2020.....	282,401	(101,900)	180,501	6,038,644	1.69%
June 30, 2019.....	272,674	(219,416)	53,258	6,898,675	3.18%
June 30, 2018.....	257,252	(104,618)	152,634	6,697,743	1.56%
June 30, 2017.....	273,584	(97,992)	175,592	6,502,663	1.51%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

Southeastern Massachusetts Educational Collaborative

Schedule of Investment Returns

Other Postemployment Benefit Plan

Year	Annual money-weighted rate of return, net of investment expense
June 30, 2025.....	8.67%
June 30, 2024.....	12.38%
June 30, 2023.....	11.60%
June 30, 2022.....	-7.83%
June 30, 2021.....	27.50%
June 30, 2020.....	2.78%
June 30, 2019.....	8.04%
June 30, 2018.....	5.80%
June 30, 2017.....	5.63%

Note: this schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

Southeastern Massachusetts Educational Collaborative

Notes to Required Supplementary Information

Year Ending June 30, 2025

NOTE A – BUDGETARY BASIS OF ACCOUNTING

A. Budgetary Information

The Collaborative adopts a balanced budget that is approved by the Collaborative's Board of Directors. The Executive Director presents an annual budget to the Board, which includes estimates of revenues and other financing sources and recommendations of expenditures and other financing uses. The Board, which has the full authority to amend and/or reject the budget or any line item, adopts the expenditure budget by majority vote. Increases to the budget subsequent to the approval of the annual budget require majority Board approval.

The majority of appropriations are non-continuing, which lapse at the end of each year. Others are continuing appropriations for which the governing body has authorized that an unspent balance from a prior year be carried forward and made available for spending in the current year. These carry forwards are included as part of the subsequent year's original budget.

The Collaborative adopts an annual budget for the general fund in conformity with the guidelines described above. The original 2025 approved budget for the general fund authorized approximately $13.0 million in appropriations. During 2025, the original budget increased by approximately $370,000, which resulted from an increase in expected revenue.

The Director of Finance and Operations has the responsibility to ensure that budgetary control is maintained. Budgetary control is exercised through the accounting system.

B. Budgetary - GAAP Reconciliation

For budgetary financial reporting purposes, a budgetary basis of accounting is followed, which differs from the GAAP basis of accounting. A reconciliation of budgetary-basis to GAAP-basis results for the general fund for the year ended June 30, 2025, is presented below:

Net change in fund balance - budgetary basis	$	751,440
Basis of accounting differences:		
Recognition of revenue for on-behalf payments		1,604,361
Recognition of expenditures for on-behalf payments		(1,604,361)
Net change in fund balance - GAAP basis	$	751,440

Southeastern Massachusetts Educational Collaborative

Notes to Required Supplementary Information

Year Ending June 30, 2025

NOTE B – PENSION PLAN

Pension Plan Schedules

A. Schedule of Collaborative's Contributions

A special funding situation was created by Massachusetts General Laws for all Educational Collaboratives in the Commonwealth. Collaboratives contribute amounts equal to the normal cost of non-teaching employees' benefits at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 6.1% of covered payroll. Legally, the collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaboratives.

B. Schedules of the Special Funding Amounts of the Net Pension Liabilities

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the Collaborative which create two special funding situations.

- The MSERS schedule discloses the Commonwealth's 100% share of the collective net pension liability that is associated with the Collaborative; the portion of the collective pension expense as both revenue and pension expense recognized by the Collaborative; and the Plan's fiduciary net position as a percentage of the total liability.

- The MTRS schedule discloses the Commonwealth's 100% share of the collective net pension liability that is associated with the Collaborative; the portion of the collective pension expense as both revenue and pension expense recognized by the Collaborative; and the Plan's fiduciary net position as a percentage of the total liability.

NOTE C – OTHER POSTEMPLOYMENT BENEFITS

The Collaborative administers a single-employer defined benefit healthcare plan (the "Other Postemployment Benefit Plan"). The plan provides lifetime healthcare for eligible retirees and their spouses through the Collaborative's health insurance plan, which covers both active and retired members.

Southeastern Massachusetts Educational Collaborative

Notes to Required Supplementary Information

Year Ending June 30, 2025

The Other Postemployment Benefit Plan

The Schedule of Changes in the Collaborative's Net Other Postemployment Benefit Liability and Related Ratios

The Schedule of Changes in the Collaborative's Net Other Postemployment Benefit Liability and Related Ratios presents multi-year trend information on changes in the Plan's total OPEB liability, changes in the Plan's net position, and ending net OPEB liability. It also demonstrates the Plan's net position as a percentage of the total liability and the Plan's net other postemployment benefit liability as a percentage of covered employee payroll.

Schedule of the Collaborative's Contributions

The Schedule of the Collaborative's Contributions includes the Collaborative's annual required contribution to the Plan, along with the contribution made in relation to the actuarially determined contribution and the covered employee payroll. The Collaborative is not required to fully fund this contribution. It also demonstrates the contributions as a percentage of covered employee payroll. The actuarially determined contribution rate is calculated as of June 30, two years prior to the end of the fiscal year in which the contributions are reported. Methods and assumptions used to determine contribution rates are shown below.

Valuation date……	Actuarially Determined Contribution was calculated as of July 1, 2023.
Actuarial cost method……	Individual Entry Age Normal.
Asset valuation method……	Fair Value of Assets as of the measurement date, June 30 2025.
Investment rate of return……	6.37%, net of OPEB plan investment expense, including inflation.
Discount rate……	5.56%, net of OPEB plan investment expense, including inflation.
Inflation rate……	2.50% as of June 30, 2025 and for future periods.
Salary increases……	3.00% annually as of June 30, 2025, and for future periods.
Municipal bond rate……	4.81% as of June 30, 2025 (S&P Municipal Bond 20-Year High Grade Index - SAPIHG.

Southeastern Massachusetts Educational Collaborative

Notes to Required Supplementary Information

Year Ending June 30, 2025

Mortality rates:	
Pre-Retirement mortality……	General: RP-2014 Mortality Table for Blue Collar Employees projected generationally with scale MP-2021, set forward 1 year for females. Teachers: PubT-2010 Mortality Table (Headcount-weighted) for Employees projected generationally with scale MP-2021.
Post-Retirement mortality……	General: RP-2014 Mortality Table for Blue Collar Healthy Annuitants projected generationally with scale MP-2021, set forward 1 year for females. Teachers: PubT-2010 Mortality Table (Headcount-weighted) for Healthy Annuitants projected generationally with scale MP-2021.
Disabled mortality……	General: RP-2014 Mortality Table for Blue Collar Healthy Annuitants projected generationally with scale MP-2021, set forward 1 year for males and 2 years for females. Teachers: PubT-2010 Mortality Table (Headcount-Weighted) for Healthy Annuitants projected generationally with scale MP-2021.

Schedule of Investment Returns

The Schedule of Investment Returns includes the money-weighted investment return on the Plan's other postemployment benefits assets, net of investment expense.

Changes of Assumptions

The discount rate increased from 4.92% to 5.56%.

Changes in Provisions

None.

Other Information

Southeastern Massachusetts Educational Collaborative

Other Information

Year Ending June 30, 2025

REQUIRED DISCLOSURES FOR MASSACHUSETTS EDUCATIONAL COLLABORATIVES

The following information is provided to conform to the requirements of the Massachusetts Session Law, Chapter 43 of the Acts of 2012: An Act Relative to Improving Accountability and Oversight of Education Collaboratives. This law was adopted in March of 2012 and constitutes a comprehensive amendment to Massachusetts General Law, Chapter 40, Section 4E which establishes the requirements for the formation and administration of Educational Collaboratives in Massachusetts.

NOTE 1 – TRANSACTIONS BETWEEN THE EDUCATIONAL COLLABORATIVE AND ANY RELATED FOR-PROFIT OR NON-PROFIT ORGANIZATION

There are no related organizations that the Collaborative is associated with and therefore no transactions to report.

NOTE 2 – TRANSACTIONS OR CONTRACTS RELATED TO THE PURCHASE, SALE, RENTAL, OR LEASE OF REAL PROPERTY

Lease

The Collaborative has entered into a lease agreement for the Collaborative's administrative office building, which ends in June 2026, and a building used for other various programs, which ends in October 2026. The cost of this lease for 2025 totaled $442,680, and $14,901 and is reported as debt service principal and interest on leases, respectively, in the general fund.

The future lease payments under this agreement are as follows:

Years ending June 30th:	Principal	Interest	Total
2026	$ 247,519	$ 2,438	$ 249,957
2027	14,063	56	14,119
Total	$ 261,582	$ 2,494	$ 264,076

In 2024, the Collaborative purchased land and a building at 267 Samuel Barnet Boulevard, for $1,049,071. To finance a portion of the purchase, the Collaborative issued $832,000 of long-term loans.

The future loan payments under this agreement are as follows:

Year	Principal	Interest	Total
2026	$ 17,097	$ 48,051	$ 65,148
2027	18,160	46,987	65,147
2028	19,290	45,858	65,148
2029	20,490	44,658	65,148
2030	21,764	43,383	65,147
2031	23,118	42,029	65,147
2032	24,556	40,591	65,147
2033	26,084	39,064	65,148
2034	632,915	3,183	636,098
Total	$ 803,474	$ 353,804	$ 1,157,278

NOTE 3 – NAMES, DUTIES, AND TOTAL COMPENSATION OF THE FIVE MOST HIGHLY COMPENSATED EMPLOYEES

The following table presents the total compensation for the Collaborative's five most highlight compensated employees for the year ended December 31, 2024, as reported on IRS form W-2, Wage and Tax Statement:

Name	Employee Position	Total Compensation
Catherine Cooper	Executive Director	$ 186,739
Christopher Haraden	Director of Finance and Operations	135,140
Kimberly Wilmot	Director of Student Services	119,338
Kristin Rego	Behavior Analyst/Assistant TLC Program Coordinator	116,763
Lindsay Best-Greenspan	Teacher/Team Leader	115,282

Southeastern Massachusetts Educational Collaborative

Other Information

Year Ending June 30, 2025

NOTE 4 – AMOUNTS EXPENDED ON ADMINISTRATION AND OVERHEAD

For the year ended June 30, 2025, the Collaborative expended $755,147 and $412,006 related to administration and overhead, respectively.

NOTE 5 – ACCOUNTS HELD BY THE COLLABORATIVE THAT MAY BE SPENT AT THE DISCRETION OF ANOTHER PERSON OR ENTITY

At June 30, 2025, there are no accounts held by the Collaborative that may be spent at the discretion of another person or entity. The Collaborative did establish an OPEB Trust Fund that is under the direction of the OPEB Board of Trustees.

NOTE 6 – AMOUNTS EXPENDED ON SERVICES FOR INDIVIDUALS WITH DISABILITIES, 22 YEARS OF AGE OR OLDER

For the year ending June 30, 2025, the Collaborative spent $2.1 million and $1.6 million, for the Supporting Adults for Inclusive Learning (SAIL) and Adult Day Health (ADH) program, respectively. These programs serve individuals over the age of 22.

Southeastern Massachusetts Educational Collaborative

Other Information

Year Ending June 30, 2025

NOTE 7 – ANNUAL DETERMINATION AND DISCLOSURE OF CUMULATIVE SURPLUS

Certified Cumulative Surplus is defined as the amount of general fund surplus in the collaborative accounts, as certified through an independent audit. Cumulative surplus is derived from a collaborative's unexpended general funds over a number of fiscal years. General funds are, for the most part, the funds that a collaborative receives from school districts for tuitions, dues, fees for service, surcharges, and related interest, as well as indirect costs allowed under certain grant awards not earmarked under the conditions of the funding for a specific purpose.

The Board of Directors voted to approve and retain $3,243,719 as the amount designated as Cumulative Surplus from general funds remaining in the Collaborative's accounts as of June 30, 2025. This amount exceeds the limit of 25% of general fund expenditures for the year, and therefore the Collaborative voted surplus reductions for a total amount of cumulative surplus after reductions totaling 22.98% as shown in the following table:

	Fiscal Year 2025	Enter values below	Calculated Column		Page in FY25 FS
(A)	**Surplus as of June 30, 2024**	$ 2,492,279		(A)	**p. 18**
(B)	**Board voted uses of surplus funds during FY25**		$ -	(B)	
	(Uses of FY24 surplus used during FY25)				
	B(1) used to support the FY25 budget	$ -			
	B(2) issued as credits to member districts	$ -			
	B(3) issued as a check(s) to member district(s)	$ -			
	B(4) deposited to a restricted account(s)	$ -			
(C)	**FY25 Total General Fund Expenditures**	$ 12,832,784		(C)	**p. 18**
(D)	**FY25 Unexpended General Funds**	$ 751,440		(D)	**p. 18**
(E)	Cumulative Surplus as of June 30, 2025	(A) - (B) + (C) = (D)	$ 3,243,719		**p. 16**
(F)	Cumulative Surplus Percentage	(D) ÷ (E)	**25.28%**		
	Allowable Cumulative Surplus based upon Expenditures		$ 3,208,196		

CUMULATIVE SURPLUS REDUCTION *(if necessary)*
Allowable uses of surplus to reduce excess to or below the 25% limit

(E)	Cumulative surplus as of June 30, 2025 before Reductions		$ 3,243,719
	Cumulative Surplus Percentage before Reductions		25.28%
	25% limit (allowed)		$ 3,208,196
(G)	Cumulative Surplus **REDUCTIONS**		
	(G)1 Credited to member districts for tuition, services, etc.	$ -	
	(G)2 Deposited to an established trust and/or reserve fund	$ 295,000	
	(G)3 Returned (check) to school districts/towns	$ -	
	Total Reductions		$ 295,000
	Cumulative Surplus after Reductions		**$ 2,948,719**
	FY25 Cumulative Surplus Percentage after Reductions		**22.98%**

* net of intergovernmental on-behalf payments.

Report on Internal Control Over Financial Reporting and on Compliance

CBIZ CPAs P.C.

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Independent Auditors' Report on Internal Control Over Financial Reporting and Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Southeastern Massachusetts Educational Collaborative

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Southeastern Massachusetts Educational Collaborative (the "Collaborative"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Collaborative's basic financial statements, and have issued our report thereon dated December 11, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Collaborative's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Collaborative's internal control. Accordingly, we do not express an opinion on the effectiveness of the Collaborative's internal control.

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

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

Report on Compliance and Other Matters

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

Purpose of This Report

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

CBIZ CPAs P.C.

Merrimack, NH
December 11, 2025