

**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
January 29, 2026 – 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, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom. Supporting documentation for agenda items can be found on the School Committee webpage:

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

1. Meeting to Order

2. Administrative and School Committee Reports

a. Chairperson Report

That the School Committee hear a report from the Chairperson.

b. Central Office Report

That the School Committee hear a report from the Central Office team regarding current happenings in the school and local community and the Superintendent's [Newsletter](#).

3. Approval of Minutes (VOTE)

a. Regular Meeting: October 9, 2025

b. District Wellness Committee: December 10, 2025

4. General

a. Superintendent's End-Cycle Documentation Review

That the School Committees review the timeline and documentation for the upcoming Superintendent's End-Cycle Review in June 2026.

b. 2026-2027 School Calendar (VOTE)

That the School Committees review and discuss the school calendar for the 2026-2027 school year.

c. Vision of the Graduate Update

That the School Committees hear an update from administration on the Vision of the Graduate.

5. Policy Review (VOTE)

1st Reads

None

2nd Reads

• **ECAB – Access to Buildings and Grounds**

This new model policy provides an outline, to be adapted locally, for access to buildings and grounds during both the school day and during non-school hours. The Policy Subcommittee reviewed and recommended this policy at their September 25, 2025 meeting. The Joint School Committee 1st read was October 9, 2025.

• **KBG – Parent Advisory Councils (PACs)**

Massachusetts state law requires the formation and support of specific Parent Advisory Councils for Special Education and English Language Learners. This model policy outlines the district obligations and cross references the DESE guidance for PACs. The Policy Subcommittee reviewed and recommended this policy at their September 25, 2025 meeting. The Joint School Committee 1st read was October 9, 2025.

• **Middle School Pathway Exploration Policy**

Massachusetts state regulations (603 CMR 4.00) require sending districts to CTE schools and programs to maintain a districtwide Middle School Pathway Exploration Policy that documents how middle school students in the district are made aware of, and gain exposure to, career technical education (CTE) schools and programs available to them in their district, regional, agricultural, and other public

high schools. This policy must be submitted by November 1st. After submitting this to DESE, the District received feedback on additional revisions. The ORR School Committee 1st read was December 15, 2025.

- **IKF – Graduation Requirement and IKFE – Competency Determination**
DESE has shared guidance for districts regarding the required Competency Determination policy. The guidance document, which can be found on DESE’s website, requires that all districts submit a Competency Determination policy approved by their committees along with their IKF - Graduation Requirement policy no later than December 31, 2025. The ORR School Committee 1st read was December 15, 2025.

Revisions

- **JFAD – ORRHS Admission Policy for Vocation Technical Education Program**
In the fall, the District submitted it’s policy to DESE in alignment with the CTE regulations that the Board of Elementary and Secondary Education amended last spring. In December, the District received feedback for revisions to ensure alignment with the regulations related to the application process, selection process and record maintenance. The Policy Subcommittee reviewed and recommended this policy at their meeting on January 15, 2026.
- **GBEBC – Gifts to and Solicitation By Staff**
Raffles and other games of chance are very strictly regulated in Massachusetts. School districts may not be sponsoring organizations; students may not participate in organization of or sales for raffles. While parent groups supporting schools may conduct such activities, they are bound by the state laws and regulations surrounding such games. The following updates to current policies ensure this is made clear. This updates current model policy to note that staff may not organize raffles while acting as employees, as the district cannot be a sponsoring organization. The Policy Subcommittee reviewed and recommended the revised policy at the September 25, 2025 meeting and it was discussed at the Joint School Committee meeting on October 9, 2025. Mr. Matthew Monteiro inquired about the section Raffles and Games of Chance in the policy, recommending maybe to further clarify the language that staff would be barred in their professional activities or at school to be more specific and it was recommended to be reviewed again by the Policy Subcommittee. The Policy Subcommittee reviewed, made additional revisions and recommended this policy at their meeting on January 15, 2026.
- **BAA – Evaluation of School Committee Operational Procedures** – The Policy Subcommittee reviewed this policy at the May 2025 meeting based on a recommendation from community member Anne Fernandes. Ms. Cowles reviewed and edited the policy based on current practice for the Policy Subcommittee on September 25, 2025 which recommended this policy to the Joint School Committee on October 9, 2025. At this meeting, the Joint School Committee discussed it further and ultimately decided to refer it back to the Policy Subcommittee to consider the additional feedback shared by members at the Joint School Committee meeting. The Policy Subcommittee reviewed and recommended this policy at their meeting on January 15, 2026.
- **IN – Artificial Intelligence** – The Joint School Committee approved this new policy, IN – Artificial Intelligence in June 2025. Rochester School Committee Chairperson Kate Duggan recommended further review by the Policy Subcommittee to discuss acceptable use and disclosure of AI use within the policy which took place at the September 25, 2025 meeting. At that meeting, the Policy Subcommittee discussed AI constantly changing, MASC workshops and concerns for academic integrity. Ultimately, the Subcommittee decided to revisit this policy at its next meeting. The Policy Subcommittee reviewed additional revisions and recommended this policy at their meeting on January 15, 2026.
- **BGB – Policy Adoption** – Rochester School Committee and Policy Subcommittee member Josh Trombly recommended revisions to policy BGB which were discussed at the Subcommittee’s meeting on September 25, 2025. The Policy Subcommittee at this time recommended to hold any revisions to review further. After that meeting, community member Lazaro Rosa of Rochester submitted what he believes is an edit that would clear up any confusion with how the policy is currently worded and would align it with current practice. The Policy Subcommittee reviewed Mr. Trombly and Mr. Rosa’s feedback, made additional revisions and recommended this policy at their meeting on January 15, 2026.

6. Information and Future Agenda Items

- a. Information
- b. **Timeline**
 - i. Joint School Committee: Tuesday, June 9, 2026
- c. **Future Agenda Items**

- i. Approval of School Committee Dates (spring)
- ii. Professional Development Plan Approval (spring)
- iii. Superintendent's Mid-Cycle or End-Cycle Evaluation (spring)

7. Public Comment

Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 minutes for public comments this evening.

8. Executive Session (VOTE)

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

9. Adjournment (VOTE)



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

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
course offers

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cs. This

- 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.

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

In short, this ~~any student currently on track for graduation remains on track.~~
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 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

Massachusetts
Account. [Click
and minutes.](#)

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



Recent News

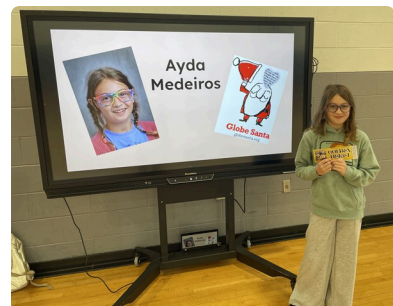
Five Old Rochester Regional High School seniors have been named Commended Students in the 2026 National Merit Scholarship Program. The seniors — Caroline Achilles, Jacob Iappini, Ella Milhench, Hannah Thorell and Linden White — will each receive a Letter of Commendation from Principal Devoll and the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



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

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.



**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
October 9, 2025 – 6:00 p.m.**

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

Members Absent: Robin Rounseville

Union Members Present: Nichole Daniel, Chairperson (in-person), Anne Fernandes (in-person), Josh Trombly (in-person), Cristin Cowles (in-person), Kate Duggan (in-person), Carly Lavin (remote), Jack LeBrun (remote), Mary Beauregard (in-person) and Nichole Nye McGaffey (in-person).

Union Members Absent: None

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

1. Meeting to Order

The meeting was called to order at 6:05pm by Chairperson Smith and Chairperson Daniel. 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 Daniel 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.

2. Administrative and School Committee Reports

a. Chairperson Report

Chairperson Smith and Chairperson Daniel shared the following together:

Good evening members of the Joint School Committee, administrators, staff and community members. It is our pleasure to share this month's Chairperson's Report. As we move through the start of the school year, we want to begin by recognizing the continued commitment and collaboration among our educators, administrators, families and school committee members. The dedication ensures that the Old Rochester Regional School District remains a place where academic excellence, innovation and student well-being are at the forefront. Over the past several weeks, as we start a new school year, our district has continued to focus on strengthening instructional practices with new ELA and Math programs at the elementary level across the district, supporting the social-emotional needs of all students, and ensuring access to high-quality learning opportunities across all schools. The leadership team has been working diligently to align curriculum and instruction with state frameworks, while our faculty continue to engage in meaningful professional development that promotes student-centered learning. We are also proud of the ongoing collaboration among the towns of Marion, Mattapoisett, and Rochester. These partnerships continue to strengthen our shared vision for the district and reflect the value our communities place on public education. Budget planning for the upcoming fiscal year is underway, and we appreciate the thoughtful and transparent approach the administration has taken to balance fiscal responsibility with the needs of our students and staff. Finally, we want to extend my gratitude to our students, who continue to inspire us daily with their curiosity, creativity and resilience. Whether in academics, athletics or the arts, their accomplishments remind us why our collective work is so important. Thank you to our fellow committee members for your continued collaboration and commitment to serving our district. Together, we remain focused on ensuring that every student in the Old Rochester Regional School District is known, supported and challenged to reach their highest potential.

b. Central Office Report

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That the School Committees hear a report from the Central Office team regarding current happenings in the school and local community.

Superintendent Nelson shared his most recently newsletter from September 2025 with the Joint School Committee. He highlighted the opening of schools and encouraged families that have not already done so to complete their annual forms in PowerSchool. He shared an upcoming Math Night in October for families with elementary students to learn more about enVisions, our new math program.

3. Approval of Minutes

a. **Regular Meeting: June 12, 2025**

Motion to approve the June 12, 2025 minutes as presented

District, Mr. Monteiro

Union, Ms. Fernandes

Seconded

District, Ms. Nye

Union, Ms. Nye McGaffey

MOTION PASSED

(District 8:0) (Union 9:0)

ROLL CALL

District: Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Stewart: yes, Pires: yes, McSweeney: yes, Muse: yes

Union: Daniel: yes, Nye McGaffey: yes, Beauregard: yes, Trombly: yes, Lavin: yes, Cowles: yes, Fernandes: yes, LeBrun: yes, Duggan: yes

b. **Executive Session: June 12, 2025**

Motion to approve the executive session minutes June 12, 2025 minutes as presented

District, Mr. Monteiro

Union, Ms. Duggan

Seconded

District, Ms. Kearns

Union, Mr. Trombly

MOTION PASSED

(District 8:0) (Union 9:0)

ROLL CALL

District: Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Stewart: yes, Pires: yes, McSweeney: yes, Muse: yes

Union: Daniel: yes, Nye McGaffey: yes, Beauregard: yes, Trombly: yes, Lavin: yes, Cowles: yes, Fernandes: yes, LeBrun: yes, Duggan: yes

c. **Superintendent's Goals Subcommittee: September 18, 2025**

Motion to approve the Superintendent's Goals Subcommittee minutes September 18, 2025 minutes as presented

District, Mr. Monteiro

Union, Ms. Nye McGaffey

Seconded

District, Ms. Nye

Union, Ms. Beauregard

MOTION PASSED

(District 8:0) (Union 9:0)

ROLL CALL

District: Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Stewart: yes, Pires: yes, McSweeney: yes, Muse: yes

Union: Daniel: yes, Nye McGaffey: yes, Beauregard: yes, Trombly: yes, Lavin: yes, Cowles: yes, Fernandes: yes, LeBrun: yes, Duggan: yes

4. General

a. **Strategic Plan Vision2028 Update**

That the School Committees hear an update from administration.

Superintendent Nelson explained that in June 2025 the administration reported the outcomes for the 2024-2025 school year to the Joint School Committee and took the summer to reflect and plan for this school year. This agenda item is to report out on anticipated work to be conducted this year, year three of the strategic plan and outcomes on where the administration sees our districts moving in alignment with Vision2028. Dr. Fedorowicz, Mr. Devoll, Mr. Coellner, Ms. Letendre and Dr. Ashley presented initiatives and anticipated outcomes for Objective One - Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools and Objective Two - Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate. Dr. Curley, Ms. Dessert and Ms. Millette presented initiatives for year three and anticipated outcomes about Objective Three - Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools. Ms. Chouinard, Mr. Thomas and Ms. Wells presented initiatives and anticipated outcomes about Objective Four - Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members. Lastly, Mr. Barber and Mr. West presented Objective Five - Ensure safe, secure, and equitable learning environments in all schools. Superintendent Nelson added that our districts are now part of The Education Collaborative's (TEC) Student Data Privacy Alliance and they do this work on behalf of districts nation-wide. Their legal teams review data privacy agreements with software companies to further protect student data. Please see appendix A.

School Committee Feedback:

Ms. Fernandes inquired about Open Architect and reporting options. Ms. Wells explained that is a very comprehensive program and includes multiple data dashboards. Superintendent Nelson explained the administration is working together to determine which staff members can see which student data points. Mr. Pires commended the data pieces and the dashboard as a key component to be more efficient and make more informed decisions. The members thanked the administration for their presentation and the extensive work that has gone into each objective.

b. **Superintendent's Goals Presentation**

That the School Committees hear year two plans of the Superintendent's 2024-2026 goals and review the end-of-cycle summative evaluation timeline.

Superintendent Nelson explained the year two plans of his current goals;

1. Supporting Teaching and Learning - On-going collaboration with the Leadership Team to continue implementation of the Literacy Action Plan, Curriculum Review Cycle, a data dashboard and professional development planning and best practices.
2. Developing the Portrait of the Graduate (POG) - Creating a POG that includes core competencies, indicators, and grade level measurable skills in collaboration with the school community.
3. Support Systems, Climate & Culture, Safe Schools - Determining and promoting a unified brand that embodies the spirit of the school-system and the school community with stakeholder feedback.
4. Professional Growth and School Community Communication - Collecting climate and culture survey data from the school community and discussing the results in detail with the administrative team.

He reminded the members that in April, documentation and evidence will be shared with all school committee members to submit their feedback for the Superintendent's end-of-cycle evaluation which will then be shared at the Joint School Committee meeting in June by the Chairpersons.

5. **Policy Review**

That the School Committees review the following policies:

1st Reads

- **ECAB – Access to Buildings and Grounds**

This new model policy provides an outline, to be adapted locally, for access to buildings and grounds during

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both the school day and during non-school hours. The Policy Subcommittee reviewed and recommended this policy at their September 25, 2025 meeting.

- **EFBA – School Food and Nutrition – Meal Modifications**

In response to recent DESE Coordinated Program Review reporting and in consultation with DESE School Food and Nutrition Program, MASC is providing a model policy for meal modification. All school districts must provide meal modifications, at no extra charge, for students with disabilities or other special dietary reasons that restrict the student's diet on a case-by-case basis, per USDA requirement. The Policy Subcommittee reviewed and recommended this policy at their September 25, 2025 meeting.

- **KBG – Parent Advisory Councils (PACs)**

Massachusetts state law requires the formation and support of specific Parent Advisory Councils for Special Education and English Language Learners. This model policy outlines the district obligations and cross references the DESE guidance for PACs. The Policy Subcommittee reviewed and recommended this policy at their September 25, 2025 meeting.

- **Middle School Pathway Exploration Policy**

Massachusetts state regulations (603 CMR 4.00) require sending districts to CTE schools and programs to maintain a districtwide Middle School Pathway Exploration Policy that documents how middle school students in the district are made aware of, and gain exposure to, career technical education (CTE) schools and programs available to them in their district, regional, agricultural, and other public high schools. This policy must be submitted by November 1st.

Revisions

- **GBEBC – Gifts to and Solicitation By Staff**

This updates current model policy to note that staff may not organize raffles while acting as employees, as the district cannot be a sponsoring organization. The Policy Subcommittee reviewed and recommended the revised policy at their September 25, 2025 meeting.

- **JJE – Student Fund-Raising Activities**

This updates current model policy to add that student organizations may not organize such games as fundraisers. The Policy Subcommittee reviewed and recommended the revised policy at their September 25, 2025 meeting.

- **KBE – Relations with Parent/Booster Organizations**

This updates current model policy on parent organizations, including booster clubs, to add language clarifying that, should they wish to organize such fundraisers, they are expected to follow the law and regulation in doing so. The Policy Subcommittee reviewed and recommended the revised policy at their September 25, 2025 meeting.

- **KI – Visitors to the Schools**

This redrafts our model policy on visitors to provide more broadly for the array of those who visit schools and school grounds. This should be adapted to local needs. It is expected that administration will create ancillary procedure. The Policy Subcommittee reviewed and recommended the revised policy at their September 25, 2025 meeting.

- **BAA – Evaluation of School Committee Operational Procedures**

The Policy Subcommittee reviewed this policy at the May 2025 meeting based on a recommendation from community member Anne Fernandes. Ms. Cowles reviewed and edited the policy based on current practice for the Policy Subcommittee to discuss again. The Policy Subcommittee reviewed and recommended the revised policy at their September 25, 2025 meeting.

Superintendent Nelson reviewed the above list of 1st reads and revisions to policies. He recommended waiving the 2nd read on EFBA – School Food and Nutrition – Meal Modifications and JFAE – so they may be implemented to meet guidelines and deadlines required by DESE. No action was taken on ECAB – Access to Buildings and Grounds and KBG – Parent Advisory Councils (PACs). Ms. Lavin recommended including clarification in the title of KBG that is related specifically to special education and English language learners.

Motion to waive the first read and accept policy EFBA – School Food and Nutrition – Meal Modifications and JFAE – Middle School Pathway Exploration Policy and approve, and also approve the revisions to JJE – Student Fund-Raising Activities, KBE – Relations with Parent/Booster Organizations, KI – Visitors to the

Meeting Minutes

Schools as presented.

District, Ms. McSweeney

Union, Ms. Lavin

Seconded

District, Mr. Monteiro

Union, Ms. Duggan

MOTION PASSED

(District 8:0) (Union 9:0)

ROLL CALL

District: Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Stewart: yes, Pires: yes, McSweeney: yes, Muse: yes

Union: Daniel: yes, Nye McGaffey: yes, Beauregard: yes, Trombly: yes, Lavin: yes, Cowles: yes, Fernandes: yes, LeBrun: yes, Duggan: yes

School Committee Discussion:

GEBEBC – Gifts to and Solicitations by Staff

Mr. Monteiro inquired about the section Raffles and Games of Chance in the policy, recommending maybe to further clarify the language that staff would be barred in their professional activities or at school to be more specific. Ms. McSweeney recommended editing that section now. Ms. Lavin asked if there would be constraints on any of the activities at the high school. Ms. Nye shared an example of a recent boosters fundraiser. Superintendent Nelson explained that the legal team recommends the language as presented and to start communicating it to the different groups. Ms. McSweeney recommended bringing it back to the Policy Subcommittee after the members discussed other fundraisers currently taking place.

BAA – Evaluation of School Committee Operational Procedures

Ms. Fernandes explained that she originally requested this be reviewed by the Policy Subcommittee for consideration of the School Committee annually establishing objectives, rather than periodically as the policy states. She believes this aligns with how everything is done as educators, including the Superintendent's goals, Vision 2028, all being scaffolded in time. Ms. Cowles commented that this policy relates to BA – School Committee Operational Goals which also says periodically. Ms. McSweeney added they are elected officials every three years. Chairperson Smith said that is like an evaluation. Ms. Cowles explained the rationale for the proposed revisions was to leave some flexibility in how each School Committee handles the procedures since we have four districts. She reviewed other districts, and there are many ways others handle this policy. Some have BA and BAA combined in one, some school committees conduct workshops or retreats annually, something they could get back to doing, but the policy is written to allow for flexibility for the individual committees that are all a part of our school-system. Chairperson Smith agreed they should look into getting back into workshops. Ms. Lavin inquired as to when Ms. Fernandes anticipated annual evaluations would take place logistically because elections are held in the spring. Ms. Fernandes suggested September through May before elections. Ms. Fernandes proposed annually to align with the strategic plan in her opinion. Mr. Monteiro asked how it had been done in the past. Chairperson Smith said it had not been done and as public officials, the public elects each member in or out. Mr. Pires said he feels this could be positive to establish goals as a group and have accountability. Mr. Monteiro said we have many approved items by the School Committee like the five-year strategic plan, the two year school improvement plans, the Superintendent's goals, the equity action plan and these are all items that they are trying to achieve as a group but that could be different from goals of what the School Committee wants to grow into. Ms. Fernandes shared that MASC offers a model on their website that they look into. Ms. McSweeney recommended it go back to the Policy Subcommittee to discuss what MASC shares, what is realistic for the school committee and to consider the feedback from the members' this evening. Mr. Pires added it could help with new members coming on board as well.

Motion to recommend policy GEBEBC – Gifts to and Solicitations by Staff and policy BAA – Evaluation of School Committee Operational Procedures be referred back to the Policy Subcommittee for further review.

District, Ms. McSweeney

Union, Ms. Nye McGaffey

Seconded

District, Mr. Monteiro

Meeting Minutes

Union, Ms. Duggan

MOTION PASSED

(District 8:0) (Union 9:0)

ROLL CALL

District: Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Stewart: yes, Pires: yes, McSweeney: yes, Muse: yes

Union: Daniel: yes, Nye McGaffey: yes, Beauregard: yes, Trombly: yes, Lavin: yes, Cowles: yes, Fernandes: yes,

LeBrun: yes, Duggan: yes

6. Information and Future Agenda Items

a. Timeline

- i. Joint School Committee: January 29, 2026

b. Future Agenda Items

- i. School Calendar Approval (winter)
- ii. Budget Update (winter)
- iii. Approval of School Committee Dates (winter)
- iv. Professional Development Plan Approval (spring)
- v. Superintendent's End-Cycle Evaluation (spring)

7. Public Comment

Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 minutes for public comments this evening.

Kathleen LeClair of Mattapoisett provided the following comments in writing to the Chairpersons ahead of the meeting to be included in the minutes: *I am writing to express deep concern over the growing pattern of policy violations by our local school committees. Most recently, an indication that there is misunderstanding or lack of clarity regarding a policy's requirement for regular self-evaluations. Self-evaluation is not a formality; it's a vital tool for elected bodies to reflect, improve, and build public trust. The Massachusetts Association of School Committees (MASC) strongly recommends this practice to ensure committees fulfill their responsibilities ethically and effectively. While not legally mandated in the State of Massachusetts, the benefits of a self-evaluations are well documented on MASC's website and publications. Self-evaluations promote accountability, fosters improvement, collaboration and communication, enhances effectiveness, facilitates skill development and aligns with the strategic goals of the school district ensuring the boards activities and decisions are consistent with the schools mission and long term strategic plan. Instead of acknowledging the benefits of self-evaluations and agreeing to conduct same, our school committees are attempting to revise the policy language to suggest they are not obligated to the community to practice good governance and that they are not obligated to take all measures to protect the district from potential future liability. This is misleading, unethical, and raises serious questions about their commitment to transparency and accountability. Our students, educators, and families deserve leadership that is open, reflective, and responsible. Conducting a self-evaluation is not optional — it is a duty. I urge fellow residents to speak out and demand that our elected officials uphold the standards of governance our community deserves. If the School Committee cannot be trusted to follow basic policies, how can we entrust them with the stewardship of millions in taxpayer dollars? Fiscal responsibility begins with ethical leadership—our schools and our community deserve nothing less.*

8. Executive Session

Executive Session was not held during this meeting.

9. Adjournment

Motion to adjourn at 7:30pm

District, Ms. Nye

Union, Ms. Nye McGaffey

Seconded

District, Mr. Muse

Union, Ms. Beauregard

MOTION PASSED

(District 8:0) (Union 9:0)

ROLL CALL

District: Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Stewart: yes, Pires: yes, McSweeney: yes, Muse: yes

Meeting Minutes

Union: Daniel: yes, Nye McGaffey: yes, Beauregard: yes, Trombly: yes, Lavin: yes, Cowles: yes, Fernandes: yes,
LeBrun: yes, Duggan: yes

Meeting Resources

October 9, 2025 Agenda

Superintendent's Newsletter – September

June 12, 2025 Minutes – Draft

September 18, 2025 Goals Subcommittee Minutes – Draft

Visions 2028 Presentation

Superintendent's Goals Overview

Evidence Superintendent Goals 2024-2026 from June meeting

ECAB Access to Building and Grounds Policy Draft

EFBA School Food and Nutrition – Meal Modifications Policy Draft

KBG Parent Advisory Councils Policy Draft

JFAE Middle School Pathway Exploration Policy Draft

GBEBC Gifts and Solicitations by Staff Policy Draft

JJE Student Fund-Raising Activities Policy Draft

KBE Relations with parent Guardian Organizations Policy Draft

KI Visitors to the Schools Policy Draft

BAA Evaluation of School Committee Operational Procedures Policy Draft

Vision 2028 Strategic Plan

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

MISSION

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

**September 2025
Year Three Initiatives**



Our Vision

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences.

Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness.

Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.



Core Values

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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



Theory of Action



IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

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

OBJECTIVE ONE
TEACHING & LEARNING

1.1

Define, create, and implement a Portrait of the Graduate (POG) that encompasses equitable practices in students' academic and social lives.

1.2

Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.

1.3

Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership team, curriculum leadership by grade span.

1.4

Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.

1.5

Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

**OBJECTIVE TWO
TEACHING & LEARNING**

2.1

Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

2.2

Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train-the-trainer models.

2.4

Provide and prioritize dedicated time and resources for the planning and implementation of a district-wide Portrait of the Graduate (POG).

2.5

Provide professional development to support and implement adoption of current Literacy Action Plan.

Year Three Initiatives



1.4 (Year 3 multi-year) Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.

- Create action plan for common assessments
- Provide common assessment training
- Share purpose and “why” of common assessments
- Define and share definitions and examples of formal assessments with staff
- Determine the successful outcome of a common assessment
- Provide Open Architect training to staff
- Utilize Open Architect to analyze data to inform instruction
- Provide professional development (PD) in MCLASS for elementary educators
- Continue implementing and holding literacy data meetings
- Create math data meeting model

Year Three Initiatives



2.5 (Year 3 of multi-year) Provide professional development to support and implement adoption of current Literacy Action Plan (LAP).

- Implement the Literacy Action Plan (LAP)
 - Review and revise LAP each year during the District Literacy Leadership Team (DLLT)
 - Identify LAP focus areas for the 2025-2026 School year
 - Share LAP annually with faculty and staff members
 - Continue literacy professional development for Tier II instruction and supports
 - Create writing subcommittee at elementary level to identify potential writing program or needed resources
 - Potentially budget for new writing program or resources

Year Three Initiatives



1.5 (Year 3 of multi-year) Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.

- Update scope and sequence and course descriptions
- Continue to understand functionality and capacity of ATLAS as our curriculum database
- Train (Novak Education) secondary level instructors and Instructional Council (IC) in UbD and UDL to learn how to design curriculum and differentiate instruction utilizing “train the trainer” model
- Begin rollout of ATLAS access to community by end of the school year

2.1 (Year 3 of multi-year) Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time

- Review and evaluate professional development planning process for any needed updates
- Review and evaluate Staff Survey effectiveness
- Review professional development plan and calendar

Year Three Initiatives



1.1 Define and create a Portrait of the Graduate (POG) that encompasses equitable practices in students' social and academic lives.

2.4 (Year 3 of multi-year) Provide and prioritize dedicated time and resources for the planning of a Portrait of the Graduate.

- Create action plan for rollout of POG final draft
- Integrate rollout communication steps into the action plan
- Align High School POG with K-12 draft
- Explain importance and “why” of the POG to staff
- Share draft of POG with faculty and staff members to obtain feedback at staff meetings
- Review and discuss the POG at March professional development day
- Introduce the concept of “I can...” statements

1.3 Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership by grade span.

- Identify Department Coordinators grades 7-12
- Identify Curriculum Team Leaders for Elementary K-6
 - Write a job description
 - Post and hire
 - Scheduled meetings

Year Three Initiatives



1.2 Adopt and implement a curriculum review cycle (CRC) and continue the implementation of the Literacy Action Plan.

- Implement the current CRC (on-going)
- Start CRC Phases I-IV alignment by subject area with budget and professional development
 - Review and analyze the current curriculum with the support of the Instructional Council (IC)
 - Each department and/or subject area is assigned to a CRC phase by Instructional Council
 - Identify future budget needs based on the CRC phase schedule by department and/or subject area
 - Plan future professional development by department and/or subject area as identified by the CRC

2.2 Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models.

- Outline the responsibility of the district-wide department/team/curriculum leaders to drive teaching and learning initiatives system-wide
 - Determine where Train the Trainer models would be appropriate
 - MCLASS and Open Architect at Elementary
 - UbD, UDL
 - Open Architect Secondary
 - Common Assessment development
 - Create professional development opportunities for the curriculum leaders to be trainers in specific content areas

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

**OBJECTIVE THREE
SUPPORT SYSTEMS**

3.1

Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.

3.2

Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.

3.3

Identify and provide professional development in all schools that fosters the full implementation of the systems of support.

3.4

Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.

Year Three Initiatives



3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.

- Complete BIRCh Center Needs Assessment on SEL for each school/district
 - Meet with principals and BIRCh staff to develop action plan(s)
- Complete a Needs Assessment on MTSS academic tiers (1, 2 and 3)
 - Observations will occur in September 2025/October 2025
 - Review and update DCAP(S) (District Curriculum Accommodation Plan)
- Maintain/expand ORR Cares at ORRHS
 - Student led (adult supported) application and initiatives
 - Mental Health Awareness events planned (Suicide Awareness Walk, wear Green night and Craft Night)

Year Three Initiatives



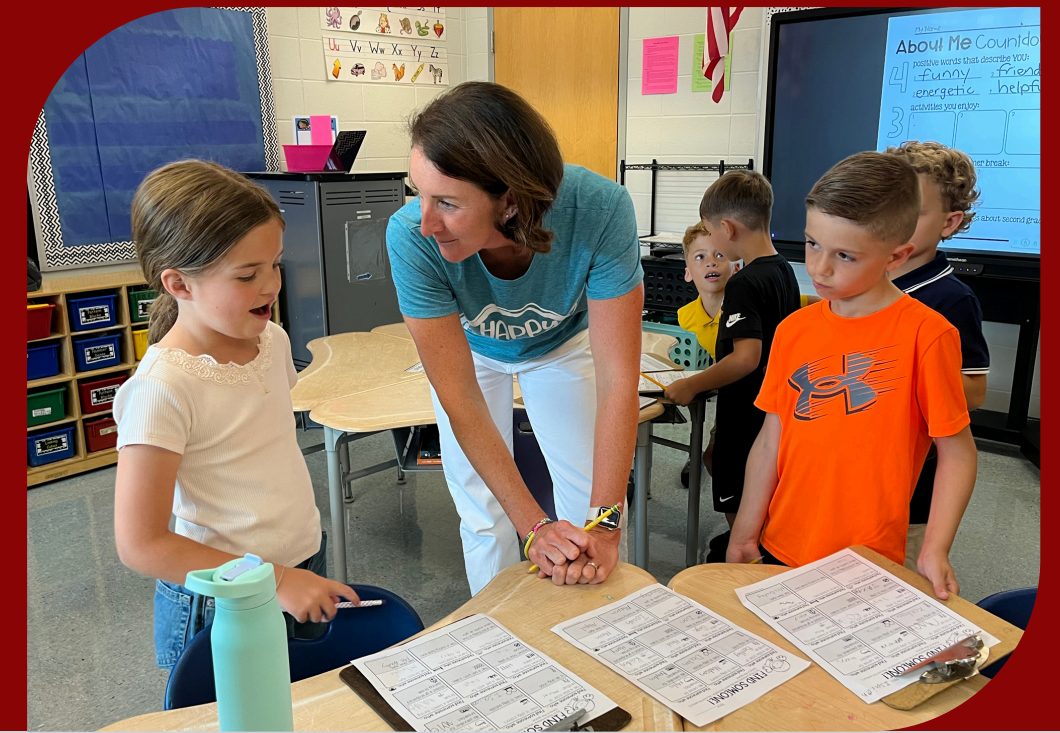
3.2 Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.

- Implement & expand Literacy Tier I, II & III supports
- Expand interventions at each building to implement tiered academic supports based on data analysis
 - FLEX, RTI, Advisory, Bulldog Block have been implemented across the schools
 - BBST
 - Collaborate across elementary districts during grade level monthly literacy data meetings to determine tiered intervention support for individualized student learning needs

3.3 Identify and provide professional development in all schools that fosters the full implementation of the systems of support.

- Conduct professional development for new math programs (K-8)
- Provide professional development for all educators (K-8) Responsive Classroom Fly-Five Program
- Conduct training on 504 manual & documents for guidance counselors, school adjustment counselors, and social workers
- Create and review results of Needs Assessment (SEL & academic) to determine action steps and subsequent professional development

Year Three Initiatives



3.4 Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.

- Work with BIRCh on reviewing screening to assess students' behavioral and social emotional needs
- Train faculty and staff members on Open Architect data dashboard
- Review data at TLC meetings, staff meetings, department meetings, and PLC meetings

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

OBJECTIVE FOUR
CLIMATE & CULTURE

4.1

Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

4.2

Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.

4.3

Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.

4.4

Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

4.5

Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

Year Three Initiatives



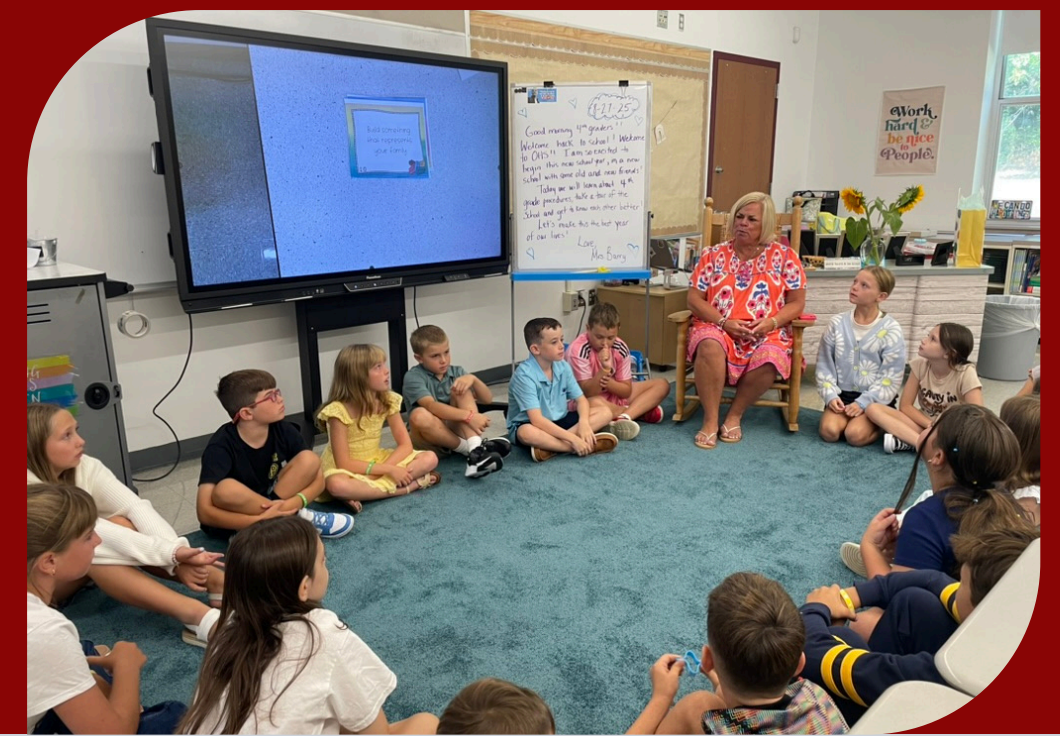
4.1 (Year 3 of multi-year) Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

- Conduct professional development for faculty on November 10, 2025 (Responsive Classroom Fly Five)
- Implement rollout of Responsive Classroom Fly Five SEL Curriculum K-8
 - At least two lessons a month
 - Clinical team develop 12 lessons for teachers
- Provide updates on the Responsive Classroom's Fly Five SEL Curriculum to stakeholder groups through the classroom teacher, Superintendent's Monthly Newsletter and/or the Principal's Weekly Newsletter

4.2 Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.

- Solicit feedback from students to inform next steps by TLC

Year Three Initiatives



4.3 (Year 3 of multi-year) Develop and implement a clear and flexible communication plan.

- Share the communication plan with families through the Superintendent's Monthly Newsletter
- Post the communication plan on the school website and ORRconnect Facebook page

4.4 (Year 3 of multi-year) Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

- Continue to utilize various programs and initiatives, such as Project 351, Kindness Crew, Student Ambassadors, and the Student Advisory Council to provide platforms for students to share their ideas i.e., school committee meetings
- Continue to provide collaborative opportunities for students to participate with peers, educators, and the community through the following programs: Project 351, Kindness Crew, Student Ambassadors, and the Student Advisory Council
- Continue to partner with local businesses to enhance career exploration opportunities through initiatives such as the "MOP" program, inviting business owners into Bulldog Block, and collaborating with MassHire
- Continue to focus on push-in sessions by the JHS Guidance curriculum included discussing careers and future goals with students

Year Three Initiatives



4.5 (Year 3 of multi-year) Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

- Provide refresher training to staff regarding consistency in the process of logging student behavior and discipline data
- Provide refresher training for administration to ensure that required behavior and discipline data was properly uploaded to meet state requirements
- Train faculty and staff members on Open Architect data collection and housing dashboard in 2025-2026
- Enhance incident reporting and use data to develop interventions
 - Schools have been utilizing PowerSchool to input student behavioral data
 - Use Open Architect to analyze the data and look for trends
 - Develop interventions based on data/trends

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

OBJECTIVE FIVE
SAFE SCHOOLS

5.1

Provide professional development to school community members regarding physical and cyber safety and security practices.

5.2

Establish annual review and audit procedures of all facility systems and related phase replacement plans.

5.3

Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

5.4

Establish short and long term capital plans for all school buildings, grounds, and facility operations.

5.5

Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

Year Three Initiatives



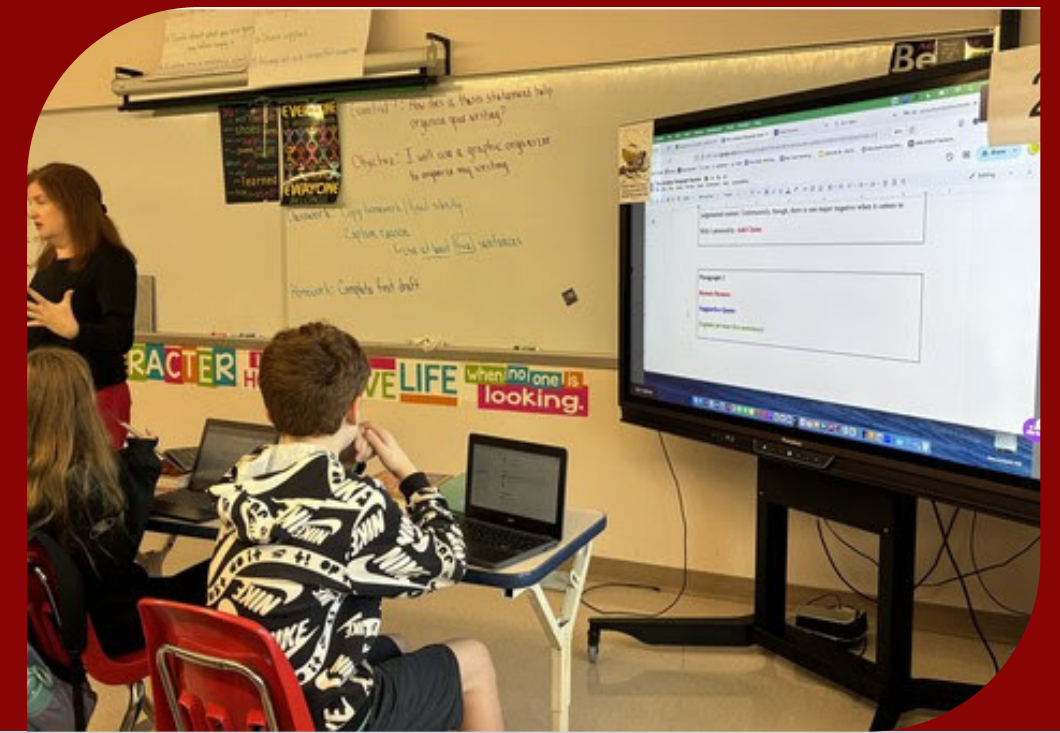
5.1 (Year 3 of multi-year) Provide professional development to school community members regarding physical and cyber safety and security practices.

- Share Cybersecurity information with all faculty and staff in annual mandated training
- Share monthly technology tips with staff outlining new initiatives, tips and tricks, and information relating to cybersecurity
- Review safety and security best practices by building administration with staff relating to building safety and security compliance
- Schedule and perform updated emergency training and drills (ALICE) by building administration in conjunction with local police and fire departments, will schedule and perform updated emergency training and drills (ALICE)
- Assign appropriate staff to receive Crisis Prevention and Intervention (CPI) training
- Conduct bus safety and evacuation drills in collaboration with local police departments
- Utilize The Education Collaborative's (TEC) Student Data Privacy Alliance in our efforts to protect student data

5.2 (Year 3 of multi-year) Establish annual review and audit procedures of all facility systems and related phase replacement plans.

- Conduct annual building walkthroughs are being performed and the District Needs Team will meet to discuss phase replacement plans
- Establish inventory categories (i.e., technology, school furniture, facilities equipment)
- Assess current inventory of these categories
- Evaluate and discuss the usable life of inventory items
- Project and implement phased replacement plans

Year Three Initiatives



5.3. Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

- Meet with school administrators, tech team, and administrative staff to discuss current technology used for classroom instruction
- Meet with school administrators, tech team, and administrative staff to discuss currently used hardware and software for classroom instruction
- Review current assets to ensure alignment with district and state recommendations
- Utilize E-Rate funding for network infrastructure upgrades

5.4 (Year 3 of multi-year) Establish short and long term capital plans for all school buildings, grounds, and facility operations.

- Tour and assess buildings, grounds, and facilities to determine needs with the Superintendent, SFO, Facilities Director and building administration
- Identify capital planning priorities and categories
- Update and further develop building-based ten-year capital plans
- Propose capital improvement plans for each Town Meeting

Year Three Initiatives



5.5 Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

- Determine the districts' needs based on enrollment in collaboration with the Assistant Superintendent of Teaching and Learning and the Assistant Superintendent of Student Services
- Determine the financial considerations
- Outline funding and resources to meet the needs

Vision 2028 Strategic Plan

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

QUESTIONS?

*Contact the Superintendent's Office
at 508-758-2772.*



**Old Rochester Regional School Committee
District Wellness Committee
Superintendent's Conference Room
135 Marion Road, Mattapoisett, MA 02739**

**December 10, 2025
1:00 pm**

School Committee Members Present:

Cristin Cowles, Mattapoisett School Committee; Betsy Stewart, ORR School Committee; and Robin Rounseville, Rochester School Committee.

School Administrators, Faculty, and Staff Present:

Jaime Curley, Assistant Superintendent of Student Services, Jill Henesey, Food Service Director, Nicole Reedy, ORR High School Nurse, Linda Ashley, Principal - Center School, Heidi Letendre, Principal - Rochester Memorial School, Kelly Chouinard, Assistant Principal – ORR Junior High School, Chris Carrig - Athletic Director, ORR High School and Greg Thomas, Assistant Principal – Suppican School.

Community Stakeholders Present: Jeremy Hutton, Kelsey Forcier, Susan Hunter Revell, Allison Bellora, Public health Nurse, Mattapoisett and Alison Doak, School Wellness Coach through DESE.

I. MEETING TO ORDER

The meeting was called to order by Cristin Cowles at 1:02pm. In accordance with Massachusetts Open Meeting Law, the Agenda has been set and posted, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined. The meeting was conducted via hybrid format and the public had the ability to participate in-person or remotely through zoom with the link provided.

II. Welcome

III. Approval of Minutes – September 17, 2025

Motion to approve the minutes from September 17, 2025 by Cristin Cowles

Seconded by Robin Rounseville

Roll Call 3-0 (Cowles; yes, Rounseville; yes, Stewart; yes)

IV. Overview of Implementation of the MA Local Wellness Policy

Review of regulatory requirements and policy recommendations.

Ms. Doak explained she has been the coach for our schools for over a year. As the Subcommittee is aware, last year the team worked to update the local policy based on regulatory requirements and she recommended maintaining the policy as such for this school year.

V. MA Local Wellness Policy Assessment

Complete assessment.

Ms. Doak explained that the goal of this meeting is to assess our schools against the current policy. The group reviewed the current policy through an assessment DESE created which is hosted on the website Alliance for a Healthier Generation. Ms. Doak inquired as to current practices around Nutrition Education and Food Literacy, following USDA Child Nutrition Standards, Physical Education and Physical Activity Goals along with fundraisers, vending machines, local food partners, staff wellness initiatives and implementation of the policy. She

Meeting Minutes

acknowledged the list of current initiatives shared and commended the work being done in the buildings already. She concluded by asking members to think about what the group should focus on for this current school year. Ms. Cowles added there are great opportunities to align with district goals in the strategic plan and school improvement plans. Ms. Stewart inquired about health and wellness ideas for our staff. Ms. Doak shared it could be benefits already available through health insurance, gathering information from staff to see what they would like, etc. Mr. Hutton suggested potential events such as open houses or other events to showcase local food sources and partners. He added that his children really enjoy when staff are involved in school events like the Fun Run.

VI. Closing Remarks

Dr. Curley shared future meetings are scheduled for February 25 and May 13, 2026.

VII. ADJOURNMENT

Motion to adjourn at 1:46pm by Robin Rounseville

Seconded by Betsy Stewart

Roll Call 3-0 (Cowles; yes, Rounseville; yes, Stewart; yes)

Timeline



November 2024	Goals Subcommittee Reviewed & Approved Draft Goals
January 2025 - Joint School Committee	Goals and Evaluation Process Reviewed & Approved
June 2025 - Joint School Committee	Year One Mid-Cycle Review Occurs
September 2025 - Joint School Committee	Year Two Plans Presented
April 2026	Evaluation Materials and Explanation of Process Presented to Committee Members
	Evidence/Supporting Materials Provided to Committee Members
May 2026	All Committee Members Submit Evaluations to Subcommittee
June 2026	Subcommittee/Chairs Review Final Evaluation with Superintendent
June 2026 - Joint School Committee	Superintendent's Evaluation Occurs

To be emailed:

Good Afternoon School Committee Members,

Attached please find the following documents related to the Superintendent's End-of-Cycle review.

- Superintendent's Goals End Cycle June 2026
 - This is the form with the hyperlinks for each evidence item. Items noted with an asterisk (*) were added since the mid-cycle report in June 2025.
- DESE End-of-Cycle Summative Evaluation Report Rating Sheets
 - This is the form to be completed after reviewing all evidence. Please complete pages 1-8, then transfer the information to page 9 and 10. All pages must be completed. This is a fillable form which you can type right into.

Results should be emailed to following members by May 1, 2026.

Nichole Daniel, Marion School Committee

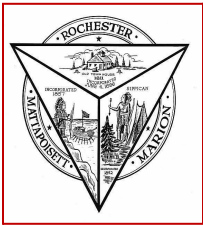
Email: nicholedaniel@oldrochester.org

Michelle Smith, ORR School Committee

Email: michellesmith@oldrochester.org

The Superintendent will meet with the Superintendent Goals Subcommittee on May 7th to review the Preliminary Evaluation Results and then again in early June with Chairperson Daniel and Chairperson Smith to review the final evaluation. At the Joint School Committee meeting on June 9th at 6:00 p.m., the Superintendent's Goals Subcommittee will share the narrative and Summative Evaluation.

Please feel free to reach out to the Chairpersons or Melissa if you have any questions.



OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
Marion - Mattapoissett - Rochester
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Mattapoissett, MA 02739

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

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

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

Jaime Curley, Ed.D
Assistant Superintendent of Student Services

Superintendent's Proposed Goals 2024-2026

Mid-Cycle Review **June 2025**

Name: Michael S. Nelson, M.Ed.

Title: Superintendent of Schools

Leadership Goal	Leadership Goal
Student Learning Goal	District Improvement Goal
SMART Goal 1 – Supporting Teaching & Learning: By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans. Standard I: Instructional Leadership Indicators: I-A Curriculum, I-B Instruction Standard II: Management & Operations Indicators: II-C Scheduling & Management Information Systems, II-E Fiscal Systems Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-D Continuous Learning	SMART Goal 2 – Developing the Portrait of the Graduate: By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process. <i>(A Portrait of the Graduate is a vision statement that outlines the skills, knowledge and attributes that students should have to succeed in college, career and life.)</i> Standard III: Family and Community Engagement Indicators: III-A Engagement, III-C Communication Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-E Shared Vision

Key Actions

1. Collaborate with the Assistant Superintendent of Teaching & Learning, the District Literacy Leadership Team (DLLT), and the School Leadership Literacy Team (SLLT) to continue the implementation of the school(s)' Literacy Action Plan (LAP).
[DLLT Job description](#)
[Old Rochester - HILL Partnership 24-25 Literacy Action Plan](#)
[DLLT and SLLT Rosters](#)
[SLLT Meetings Schedule](#)
[SLLT Activity Example](#)
[SLLT Bar Graph Example](#)
[SLLT Meeting Feedback Example](#)
2. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to continue the implementation of the adopted Curriculum Review Cycle with the support of the Instructional Council, Building Administrators, and Teachers.
[Curriculum Review Cycle](#)
[8/27/24 PD Day](#)
[9/25/24 PD Day](#)
[11/5/24 PD Day](#)
[1/29/25 PD Day](#)
[3/5/25 PD Day](#)
[5/28/25 PD Day](#)
[Elementary Math Curriculum Team Interest Form](#)
[General-Evaluation-Rubric-Response](#)
[Elementary Math Master Tool for Selecting Programs to Pilot](#)
[Math-rubric MA DESE](#)
[Math-Textbook-Evaluation-Tool](#)
[Old Rochester Math Pilot Evaluation Form](#)
[Old Rochester Math Pilot Evaluation Form \(Responses\)](#)
[enVision K-5 Flyer](#)
[enVision 6-8 Flyer](#)
3. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to examine the structure, purpose, roles, responsibilities, and resources to support district-wide curriculum leaders at all levels.
[12/2/24 I C Agenda](#)

Key Actions

1. Engage with a facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system's Portrait of the Graduate.
[POG Interest Form Email](#)
[POG Interest Form Email Data](#)
[POG Interest Form](#)
[POG Interest Form App Notification](#)
[4/28/25 Meeting Presentation](#)
[4/28/25 Meeting Notes](#)
[5/20/25 Meeting Presentation](#)
[5/20/25 Meeting Notes](#)
[5/22/25 Meeting Presentation](#)
[6/3/25 Meeting Presentation](#)
[POG Update Slide from School Committee](#)
[Rochester School Committee Agenda](#)
[Marion School Committee Agenda](#)
[Mattapoisett School Committee Agenda](#)
[ORR School Committee Agenda](#)
[High School POG - Draft](#)
2. Work with the facilitator and Leadership Council to create a full planning team for Portrait of the Graduate development sessions.
[Team List](#)
[POG Interest Form Email](#)
[POG Interest Form Email Data](#)
[POG Interest Form](#)
[POG Interest Form App Notification](#)
3. Create multiple school community stakeholder opportunities to provide voice and feedback regarding the development of the Portrait of the Graduate with the Leadership Council.
[Portrait of a Learner Stakeholder Survey Email](#)
[Portrait of a Learner Stakeholder Survey](#)
[Portrait of a Learner Stakeholder Survey Reminder](#)
[Survey Data](#)
[Community Forum Notification](#)
[Community Forum Reminder Email](#)
[Community Forum Flyer](#)
[Community Forum Notification to Town Halls](#)
[HS - POG Survey - Alumni](#)
[HS - POG Survey - Business Leaders](#)
[HS - POG Survey - Families](#)

[12/12/24 Elementary I C Agenda](#)
[2/4/25 Elementary I C Agenda](#)
[1/15/25 I C Agenda](#)
[2/13/25 Secondary I C Agenda](#)
[3/10/25 I C Agenda](#)
[25/26 Parent Guardian P.D. Needs Assessment Survey](#)
[Results of Parent Guardian PD Needs Assessment Survey](#)
[25/26 Staff P.D. Needs Assessment](#)
[Results of Staff PD Needs Assessments Survey](#)
[25/26 Professional Development Planning Process](#)
[Elementary Curriculum Leader Job Description Draft](#)
[FY26 Budget Reports](#)
[Team Leaders Meeting Example](#)
[Secondary Coordinator Meeting Example](#)
[State Seal of Biliteracy](#)

4. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to conduct a needs assessment to identify a common assessment vertical platform kindergarten through grade 12.
[Common Assessment Overview](#)
[Literacy Needs Assessment for Assessment Framework](#)
[Curriculum Review Cycle](#)
[IntoReading Needs Assessment Survey](#)
[IntoReading Needs Assessment](#)
[Secondary Needs Assessment Survey](#)
[Secondary Coordinators Common Assessment Meeting Agenda](#)
[9/25/24 PD Day](#)
[11/5/24 PD Day](#)
[3/5/25 PD Day](#)
[5/28/25 PD Day](#)

5. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to provide professional development in UbD (Understanding by Design Framework) to support curriculum writing and documentation.
[10/7/24 Department Coordinator Meeting](#)
[Atlas UbD Planning Document Example](#)

[HS - POG Survey - Current Students](#)
[HS - POG Survey - Staff](#)

4. Collect relevant data points to inform the development of the Portrait of the Graduate with the Leadership Council.
[5/20/25 Meeting Presentation](#)
[Portrait of the Learner Survey Results](#)
[HS POG Survey - Alumni Results](#)
[HS POG Survey - Current Students Results](#)
[HS POG Survey - Business Leaders Results](#)
[HS POG Survey - Staff Results](#)
[HS POG Survey - Parents/Guardians Results](#)
5. Provide regular updates on the Portrait of the Graduate development process to the school committees.
[Joint School Committee \(Vision update\)](#)
[School Committee Presentation October 2024](#)
[Marion School Committee Minutes \(SIP\)](#)
[Mattapoisett School Committee Minutes \(SIP\)](#)
[Rochester School Committee Minutes \(SIP\)](#)
[ORR School Committee Minutes \(SIP\)](#)
[POG Update Slide from School Committee](#)
[Rochester School Committee Agenda](#)
[Marion School Committee Agenda](#)
[Mattapoisett School Committee Agenda](#)
[ORR School Committee Agenda](#)
[Joint School Committee Agenda](#)
[Joint School Committee Update](#)
[POG Update ORRconnect](#)
[POG in Superintendent's Remarks at HS Graduation](#)
6. Create a Portrait of the Graduate that includes core competencies, indicators, and grade level measurable skills in collaboration with the school community.
[High School POG - Draft](#)
[POG Core Competencies Draft](#)
[Year Two Key Action](#)

Secondary Coordinators Training 8/27/24 PD Day 9/25/24 PD Day 11/5/24 PD Day 1/29/25 PD Day 3/5/25 PD Day 5/28/25 PD Day 6. Review and determine best practices to support the school(s)' professional development planning in collaboration with the Assistant Superintendent of Teaching & Learning. Professional Development Planning Process 24/25 PD Plan Presentation at Joint 8/27/24 PD Day 9/25/24 PD Day 11/5/24 PD Day 1/29/25 PD Day 3/5/25 PD Day 5/28/25 PD Day 25/26 PD Planning Process 7. Establish a data dashboard for administrators and teacher leaders in collaboration with the Leadership Council and Instructional Council. OpenArchitect ORR Dashboard Homepage Meetings with OpenArchitect Data Dashboard Survey for Staff Email Data Dashboard Survey	
Benchmarks 1. Revised LAP (annual basis). Literacy Action Plan 2. Literacy professional development offerings. 8/27/24 PD Day 9/25/24 PD Day 11/5/24 PD Day 1/29/25 PD Day 3/5/25 PD Day 5/28/25 PD Day 3. Professional development schedule and curriculum development outcomes. 8/27/24 PD Day 9/25/24 PD Day 11/5/24 PD Day 1/29/25 PD Day	Benchmarks 1. Calendar of Portrait of the Graduate development events. POG Events 24-25 2. Roster of the planning team. Team List 3. Collected school community stakeholder feedback. 5/20/25 Meeting Presentation Portrait of the Learner Survey Results HS POG Survey - Alumni Results HS POG Survey - Current Students Results HS POG Survey - Business Leaders Results HS POG Survey - Staff Results HS POG Survey - Parents/Guardians Results 4. Data sets for Portrait of the Graduate planning.

[3/5/25 PD Day](#)
[5/28/25 PD Day](#)
[Atlas Outcome Example](#)
[Atlas Outcome Scope and Sequence](#)
[2nd Year of IntoReading Implementation](#)
[Elementary Math Curriculum Team Interest Form](#)
[General-Evaluation-Rubric-Response](#)
[Elementary Math Master Tool for Selecting Programs to Pilot](#)
[Math-rubric MA DESE](#)
[Math-Textbook-Evaluation-Tool](#)
[Old Rochester Math Pilot Evaluation Form](#)
[Old Rochester Math Pilot Evaluation Form \(Responses\)](#)
[enVision K-5 Flyer](#)
[enVision 6-8 Flyer](#)
[Investigating History](#)
[IH Grade 5](#)
[IH Grade 6](#)
[IH Grade 7](#)
[DESE OpenSciEd Information](#)
[OpenSciEd Elementary](#)
[OpenSciEd Middle School](#)

4. Identified curriculum leader roles from needs assessments.

[Elementary Curriculum Leader Job Description Draft](#)
[FY26 Budget Reports](#)
[Team Leader Job Description](#)
[Secondary Coordinator Job Description](#)

5. Professional Development Plan, agendas and survey feedback.

[PD Plan 2024-2025](#)
[8/27/24 PD Day](#)
[9/25/24 PD Day](#)
[11/5/24 PD Day](#)
[1/29/25 PD Day](#)
[3/5/25 PD Day](#)
[5/28/25 PD Day](#)
[SmartPD Eval Link](#)
[SmartPD Eval Survey](#)

6. Established data dashboard.

[OpenArchitect ORR Dashboard Homepage](#)
[Meetings with OpenArchitect](#)
[Data Dashboard Survey for Staff Email](#)

[OpenArchitect ORR Dashboard Homepage](#)
[ORR MCAS Presentation 24-25](#)
[Mattapoisett MCAS Presentation 24-25](#)
[Marion MCAS Presentation 24-25](#)
[Rochester MCAS Presentation 24-25](#)
[DESE School Profile - Marion](#)
[DESE School Profile - Mattapoisett](#)
[DESE School Profile - Rochester](#)
[DESE School Profile - Old Rochester](#)
[DESE Report Card - Center](#)
[DESE Report Card - Old Hammondtown](#)
[DESE Report Card - Rochester Memorial](#)
[DESE Report Card - Sippican](#)
[DESE Report Card - ORRJHS](#)
[DESE Report Card - ORRHS](#)

5. School committee updates on Portrait of the Graduate development.

[Joint School Committee \(Vision update\)](#)
[School Committee Presentation October 2024](#)
[Marion School Committee Minutes \(SIP\)](#)
[Mattapoisett School Committee Minutes \(SIP\)](#)
[Rochester School Committee Minutes \(SIP\)](#)
[ORR School Committee Minutes \(SIP\)](#)
[POG Update Slide from School Committee](#)
[Rochester School Committee Agenda](#)
[Marion School Committee Agenda](#)
[Mattapoisett School Committee Agenda](#)
[ORR School Committee Agenda](#)
[Joint School Committee Agenda](#)
[Joint School Committee Update](#)
[POG Update ORRconnect](#)
[POG in Superintendent's Remarks at HS Graduation](#)

6. Portrait of the Graduate presentation to the Joint School Committee.

Year Two Benchmark

Data Dashboard Survey 7. Strategic Plan and School Improvement Plan(s) presentations. Vision2028 Presentation Vision2028 Update Presentation (January 2025) Vision2028 Update Presentation (June 2025) ORRHS School Improvement Plan ORRJHS School Improvement Plan Center and OHS School Improvement Plan Rochester Memorial School Improvement Plan Sippican School Improvement Plan Center and OHS SIP Update June 2025 Rochester Memorial SIP Update June 2025 Sippican SIP Update June 2025 ORRJHS SIP Update June 2025 ORRHS SIP Update June 2025	
Resources ● Vision 2028 Strategic Plan ● School Improvement Plans ● DESE Learning Standards ● Literacy Action Plan ● Curriculum Review Cycle ● Common Assessments ● Student Data ● Professional Development Plan	Resources ● Vision 2028 Strategic Plan ● School Improvement Plans ● Portrait of the Graduate Resources ● Stakeholder Feedback ● Student Data Sets ● School Improvement Plans

Leadership Goal Student Learning Goal	Leadership Goal Professional Practice Goal
SMART Goal 3 – Support Systems, Climate & Culture, Safe Schools: By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans. Standard II: Management and Operations Indicators: II-A Environment, II-E Fiscal Systems	SMART Goal 4 – Professional Growth and School Community Communication: By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system. Standard I: Instructional Leadership Indicators: I-E Data-Informed Decision Making Standard III: Family and Community Engagement Indicators: III-C Communication

Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-E Shared Vision	Standard IV: Professional Culture Indicators: IV-D Continuous Learning, IV-E Shared Vision
Key Actions: 1. Collaboration with the Assistant Superintendent of Student Services and Leadership Council to review system-wide systems of support related to social emotional learning, behavioral, academic, and family engagement supports. BIRCh Center Contract BIRCh Center Schedule Areas of Focus BIRCh Tools: MTSS Self-Assessment: DESE Safe and Supportive Schools (SaSS) Framework & Self-Reflection Tool MTSS Sustainability Checklist Crosswalk of Assessments and Areas of Focus DSFI- PBIS District Systems Fidelity Inventory 9/25/24 PD 1/29/25 PD 3/5/25 PD 5/28/25 PD 2. Identify systems of support currently implemented and areas of growth in each school building. 9/25/24 PD 1/29/25 PD 3/5/25 PD 3. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and Instructional Council, implement social emotional learning programming at all levels (i.e. Responsive Classroom, Responsive Classroom Fly Five, and Character Strong). Fly Five Information Night Flyer ORRconnect Facebook Post Center Facebook Post OHS Facebook Post RMS Facebook Post Sippican Facebook Post JHS Facebook Post Fly Five Information Night in Supt's Newsletter Fly Five Information Night Center Newsletter Fly Five Information Night OHS Newsletter	Key Actions: 1. Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon “Look Fors” to calibrate teaching & learning expectations system-wide. 24/25 Learning Walk Schedule 24/25 Focus Indicators Implementation Guide Feedback Letter Template Teacher Rubric September 16, 2024 Sippican October 24, 2024 Center November 13, 2024 High School November 18, 2024 Junior High School November 21, 2024 Old Hammondtown December 16, 2024 Rochester Memorial January 7, 2025 Old Hammondtown January 30, 2025 Junior High School February 4, 2025 High School February 11, 2024 Center March 12, 2025 Sippican March 25, 2025 Rochester Memorial 2. The Superintendent of Schools will visit at least 8 schools per month to ensure visibility within the school buildings. September 2024 October 2024 November 2024 December 2024 January 2025 February 2025 March 2025 April 2025 May 2025 June 2025 3. The Superintendent of Schools will regularly attend professional development conferences (i.e. AASA, MASS, MASC, REDI). MASS Summer Executive Institute ORR Presents at Conference MASS/MASC Joint Conference November

[Fly Five Information Night RMS Newsletter](#)
[Fly Five Information Night Sippican Newsletter](#)
[Fly Five Information Night JHS Newsletter](#)
[Fly Five Information Night Presentation](#)
[Fly Five Information Night Handout](#)
[Ambassador Training](#)
[Ambassador List](#)
[8/27/24 Full PD Day](#)
[9/25/24 Half PD Day](#)
[11/5/24 Full PD Day](#)
[1/29/25 Half PD Day](#)
[3/5/25 Half PD Day](#)
[Equity Action Plan 24-25](#)
[Character Strong Advisory Lesson 9/9/24](#)
[Character Strong Advisory Lesson 1/6/25](#)
[Character Strong Advisory Lesson 1/13/25](#)
[Character Strong Advisory Lesson 1/21/25](#)
[Character Strong Advisory Lesson 1/27/25](#)
[Character Strong Advisory Lesson 2/24/25](#)

4. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and school community stakeholders, develop and adopt a school discipline philosophy.
[Bullying Plan Revised March 2025](#)
[Bullying Plan Open Forum Email](#)
[Bullying Plan Email to Police Departments](#)
[Bullying Plan Notification Nov 2024 Newsletter](#)
[Bullying Plan Notification Jan 2025 Newsletter](#)
[Bullying Plan Notification Mar 2025 Newsletter](#)
[Marion SC Agenda March 2025 \(information\)](#)
[Mattapoissett SC Agenda March 2025 \(information\)](#)
[Rochester SC Agenda March 2025 \(information\)](#)
[ORR SC Agenda March 2025 \(information\)](#)
[Bullying Plan](#)
5. Determine and promote a unified brand that embodies the spirit of the school-system and the school community with stakeholder feedback.
Year Two Key Action
6. Provide professional development and support(s) to school community members regarding physical and cyber safety and security practices.
[Cyber Sense Presentation Flyer](#)
[Cyber Sense Presentation Post](#)
[Cyber Sense Email](#)
[Staff Acceptable Use Policy Updated](#)

[MASS Mid-Winter Conference 1/23/25](#)
[MASS Spring Conference 5/22/25](#)
[REDI Equity in Action](#)
[REDI Vision to Impact](#)
[REDI Persuasive Communication](#)
[Supt's Roundtable 9/25/24](#)
[Supt's Roundtable 10/23/24](#)
[Supt's Roundtable 11/2/24](#)
[Supt's Roundtable 12/11/24](#)
[Supt's Roundtable 1/15/25](#)
[Supt's Roundtable 3/19/25](#)
[Supt's Roundtable 4/16/25](#)
[Supt's Roundtable 5/14/25](#)
[Supt's Roundtable 6/4/25](#)

4. The Superintendent of Schools will send out a monthly newsletter to the school community.
[September 2024](#)
[October 2024](#)
[November 2024](#)
[December 2024](#)
[January 2025](#)
[February 2025](#)
[March 2025](#)
[April 2025](#)
[May 2025](#)
[June 2025](#)
5. In collaboration with the Leadership Council, the Superintendent of Schools will collect climate and culture survey data from the school community and discuss the results in detail with the administrative team.
Year Two Key Action
6. Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.
[Draft Communication Plan](#)

Student Acceptable Use Policy (Elementary) Student Acceptable Use Policy (Secondary) Staff Tech Policies Updated Google 2 Factor Staff Notification Cybersecurity Audit Status Update MA Executive Office of Tech Services & Security Digital Multicast Radio System Upgrade Alice Training List Alice Training Agenda Alice Training Preparation US Attorney's Office Internet Safety Webinar Email US Attorney's Office Internet Safety Webinar Flyer <i>Student Privacy Training Attended by Tech Specialist:</i> Kickoff Session Legal Landscape Ed Records School Official FERPA Part 1 FERPA Part 2 Getting Buy-in Instructional Leadership Teachers Emerging Tech Privacy and Security	
Benchmarks - System of supports needs assessment and data. BIRCh Center Contract BIRCh Center Schedule Areas of Focus BIRCh Tools: MTSS Self-Assessment: DESE Safe and Supportive Schools (SaSS) Framework & Self-Reflection Tool MTSS Sustainability Checklist Crosswalk of Assessments and Areas of Focus DSFI- PBIS District Systems Fidelity Inventory 9/25/24 PD 1/29/25 PD 3/5/25 PD 5/28/25 PD - Implemented social emotional programming at all schools. Fly Five Information Night Flyer	Benchmarks Learning walk(s) schedules and documentation. 24/25 Learning Walk Schedule 24/25 Focus Indicators Implementation Guide Feedback Letter Template Teacher Rubric September 16, 2024 Sippican October 24, 2024 Center November 13, 2024 High School November 18, 2024 Junior High School November 21, 2024 Old Hammondtown December 16, 2024 Rochester Memorial January 7, 2025 Old Hammondtown January 30, 2025 Junior High School February 4, 2025 High School February 11, 2024 Center March 12, 2025 Sippican March 25, 2025 Rochester Memorial

[ORRconnect Facebook Post](#)
[Center Facebook Post](#)
[OHS Facebook Post](#)
[RMS Facebook Post](#)
[Sippican Facebook Post](#)
[JHS Facebook Post](#)
[Fly Five Information Night in Supt's Newsletter](#)
[Fly Five Information Night Center Newsletter](#)
[Fly Five Information Night OHS Newsletter](#)
[Fly Five Information Night RMS Newsletter](#)
[Fly Five Information Night Sippican Newsletter](#)
[Fly Five Information Night JHS Newsletter](#)
[Fly Five Information Night Presentation](#)
[Fly Five Information Night Handout](#)
[Ambassador Training](#)
[Ambassador List](#)
[8/27/24 Full PD Day](#)
[9/25/24 Half PD Day](#)
[11/5/24 Full PD Day](#)
[1/29/25 Half PD Day](#)
[3/5/25 Half PD Day](#)
[Equity Action Plan 24-25](#)
[Character Strong Advisory Lesson 9/9/24](#)
[Character Strong Advisory Lesson 1/6/25](#)
[Character Strong Advisory Lesson 1/13/25](#)
[Character Strong Advisory Lesson 1/21/25](#)
[Character Strong Advisory Lesson 1/27/25](#)
[Character Strong Advisory Lesson 2/24/25](#)

3. School Discipline Philosophy.
[Draft Discipline Philosophy](#)
[Bullying Plan](#)
4. School Discipline data and tracking platform.
[OpenArchitect ORR Dashboard Homepage](#)
5. School-wide unified brand.
Year Two Benchmark
6. Professional development offerings and security safeguards.
[8/27/24 PD Day](#)
[9/25/24 PD Day](#)
[11/5/24 PD Day](#)
[1/29/25 PD Day](#)
[3/5/25 PD Day](#)

2. School visit logs.
[September 2024](#)
[October 2024](#)
[November 2024](#)
[December 2024](#)
[January 2025](#)
[February 2025](#)
[March 2025](#)
[April 2025](#)
[May 2025](#)
3. Attendance at professional development conferences.
[MASS Summer Executive Institute](#)
[ORR Presents at Conference](#)
[MASS/MASC Joint Conference November](#)
[MASS Mid-Winter Conference 1/23/25](#)
[MASS Spring Conference 5/22/25](#)
[REDI Equity in Action](#)
[READ Vision to Impact](#)
[REDI Persuasive Communication](#)
[Supt's Roundtable 9/25/24](#)
[Supt's Roundtable 10/23/24](#)
[Supt's Roundtable 11/2/24](#)
[Supt's Roundtable 12/11/24](#)
[Supt's Roundtable 1/15/25](#)
[Supt's Roundtable 3/19/25](#)
[Supt's Roundtable 4/16/25](#)
[Supt's Roundtable 5/14/25](#)
[Supt's Roundtable 6/4/25](#)
4. Distribution of regularly issued Superintendent of Schools' newsletters.
[September 2024](#)
[October 2024](#)
[November 2024](#)
[December 2024](#)
[January 2025](#)
[February 2025](#)
[March 2025](#)
[April 2025](#)
[May 2025](#)
5. Survey Results.
Year Two Benchmark
6. Written Communication Plan.
[Draft Communication Plan](#)

Resources ● Vision2028 Strategic Plan ● School Improvement Plans ● Responsive Classroom & Character Strong ● DESE Multi Tiered Systems of Support (MTSS) Resources Model ● MTSS Consultant (as needed) ● Data Dashboard Tool ● Professional Development Plan	Resources ● Vision 2028 Strategic Plan ● School Improvement Plans ● DESE Model Classroom Rubrics and Observation Tools ● Association Memberships (i.e. AASA, MASS, MASC) ● SMORE Newsletter Tool ● Survey Data Collection Tools ● FinalSite, SMORE, Social Media Accounts
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Superintendent's Performance Goals

Please review each goal, key actions and benchmarks and then indicate your selection for progress of this goal on the right. Evidence for each goal, key action and benchmark is available in the separate document entitled Superintendent's Goals 2024-2026.

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal: <i>Supporting Teaching and Learning (goal 1)</i> By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans. Standard I: Instructional Leadership, Standard II: Management and Operations and Standard IV: Professional Culture Key Actions: 1. Collaborate with the Assistant Superintendent of Teaching & Learning, the District Literacy Leadership Team (DLLT), and the School Leadership Literacy Team (SLLT) to continue the implementation of the school(s)' Literacy Action Plan (LAP). 2. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to continue the implementation of the adopted Curriculum Review Cycle with the support of the Instructional Council, Building Administrators, and Teachers. 3. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to examine the structure, purpose, roles, responsibilities, and resources to support district-wide curriculum leaders at all levels. 4. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to conduct a needs assessment to identify a common assessment vertical platform kindergarten through grade 12. 5. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to provide professional development in UbD (Understanding by Design Framework) to support curriculum writing and documentation. 6. Review and determine best practices to support the school(s)' professional development planning in collaboration with the Assistant Superintendent of Teaching & Learning. 7. Establish a data dashboard for administrators and teacher leaders in collaboration with the Leadership Council and Instructional Council. Benchmarks: 1. Revised LAP (annual basis). 2. Literacy professional development offerings. 3. Professional development schedule and curriculum development outcomes. 4. Identified curriculum leader roles from needs assessments. 5. Professional Development Plan, agendas and survey feedback. 6. Established data dashboard. 7. Strategic Plan and School Improvement Plan(s) presentations.	☐	☐	☐	☐	☐

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal: <i>Developing the Portrait of the Graduate (goal 2)</i> By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process. Standard III: Family and Community Engagement and Standard IV: Professional Culture Key Actions: 1. Engage with a facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system's Portrait of the Graduate. 2. Work with the facilitator and Leadership Council to create a full planning team for Portrait of the Graduate development sessions. 3. Create multiple school community stakeholder opportunities to provide voice and feedback regarding the development of the Portrait of the Graduate with the Leadership Council. 4. Collect relevant data points to inform the development of the Portrait of the Graduate with the Leadership Council. 5. Provide regular updates on the Portrait of the Graduate development process to the school committees. 6. Create a Portrait of the Graduate that includes core competencies, indicators, and grade level measurable skills in collaboration with the school community. Benchmarks: 1. Calendar of Portrait of the Graduate development events. 2. Roster of the planning team. 3. Collected school community stakeholder feedback. 4. Data sets for Portrait of the Graduate planning. 5. School committee updates on Portrait of the Graduate development. 6. Portrait of the Graduate presentation to the Joint School Committee.	☐	☐	☐	☐	☐

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal: <i>Support Systems, Climate and Culture, Safe Schools (goal 3)</i> By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans. Standard II: Management and Operations and Standard IV: Professional Culture Key Actions: 1. Collaboration with the Assistant Superintendent of Student Services and Leadership Council to review system-wide systems of support related to social emotional learning, behavioral, academic, and family engagement supports. 2. Identify systems of support currently implemented and areas of growth in each school building. 3. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and Instructional Council, implement social emotional learning programming at all levels (i.e. Responsive Classroom, Responsive Classroom Fly Five, and Character Strong). 4. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and school community stakeholders, develop and adopt a school discipline philosophy. 5. Determine and promote a unified brand that embodies the spirit of the school-system and the school community with stakeholder feedback. 6. Provide professional development and support(s) to school community members regarding physical and cyber safety and security practices. Benchmarks: 1. System of supports needs assessment and data. 2. Implemented social emotional programming at all schools. 3. School Discipline Philosophy. 4. School Discipline data and tracking platform. 5. School-wide unified brand. 6. Professional development offerings and security safeguards.	☐	☐	☐	☐	☐

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal: <i>Professional Growth and School Community Communication (goal 4)</i> By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system. Standard I: Instructional Leadership, Standard III: Family and Community Engagement and Standard IV: Professional Culture Key Actions: 1. Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon “Look Fors” to calibrate teaching & learning expectations system-wide. 2. The Superintendent of Schools will visit at least 8 schools per month to ensure visibility within the school buildings. 3. The Superintendent of Schools will regularly attend professional development conferences (i.e. AASA, MASS, MASC, REDI). 4. The Superintendent of Schools will send out a monthly newsletter to the school community. 5. In collaboration with the Leadership Council, the Superintendent of Schools will collect climate and culture survey data from the school community and discuss the results in detail with the administrative team. 6. Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. Benchmarks: 1. Learning walk(s) schedules and documentation. 2. School visit logs. 3. Attendance at professional development conferences. 4. Distribution of regularly issued Superintendent of Schools’ newsletters. 5. Survey Results. 6. Written Communication Plan.	☐	☐	☐	☐	☐

Massachusetts Department
ELEMENTARY & SECONDARY
EDUCATION

By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

2019

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. The following goals related to Standard II.

Student Learning Goal: *Supporting Teaching and Learning (goal 1)*

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.

Professional Practice Goal: *Support Systems, Climate and Culture, Safe Schools (goal 3)*

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. The following goals relate to Standard III.

District Improvement Goal: *Developing the Portrait of the Graduate (goal 2)*

By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process.

Professional Practice Goal: *Professional Growth and School Community Communication (goal 4)*

By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. The following goals relate to Standard IV.

Student Learning Goal: *Supporting Teaching and Learning (goal 1)*

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.

District Improvement Goal: *Developing the Portrait of the Graduate (goal 2)*

By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process.

Professional Practice Goal: *Support Systems, Climate and Culture, Safe Schools (goal 3)*

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.

Professional Practice Goal: *Professional Growth and School Community Communication (goal 4)*

By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	☐	☐	☐	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	☐	☐	☐	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Michael S. Nelson

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals *(Please transfer your rating from the Performance Goals sheets already completed.)*

Student Learning Goal (Goal 1) <i>Supporting Teaching and Learning</i>	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal (Goal 2) <i>Developing the Portrait of the Graduate</i>	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal (Goal 3) <i>Support Systems, Climate and Culture, Safe Schools</i>	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Professional Practice Goal (Goal 4) <i>Professional Growth and School Community Communication</i>	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards *(Please transfer your overall rating from the Supt's Performance Rating pages already completed.)*

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership <i>(Goals 1 & 4 – Please transfer your overall rating from the Supt's Performance Rating for Standard I page already completed.)</i>	☐	☐	☐	☐
Standard II: Management and Operations <i>(Goals 1 & 3 – Please transfer your overall rating from the Supt's Performance Rating for Standard II page already completed.)</i>	☐	☐	☐	☐
Standard III: Family and Community Engagement <i>(Goals 2 & 4 – Please transfer your overall rating from the Supt's Performance Rating for Standard III page already completed.)</i>	☐	☐	☐	☐
Standard IV: Professional Culture <i>(Goals 1, 2, 3 & 4 – Please transfer your overall rating from the Supt's Performance Rating for Standard IV page already completed.)</i>	☐	☐	☐	☐

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings on previous page; check one.*)

☐ **Unsatisfactory**

☐ **Needs Improvement**

☐ **Proficient**

☐ **Exemplary**

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

School Calendar 2026-2027 DRAFT

July					2026					August					2026					September					2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
		1	2	3	3	4	5	6	7			[1]	2*	3	4E**														
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11															
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18															
20	21	22	23	24	24	25	26	27	28	21	22	23X	24	25															
27	28	29	30	31	31					28	29	30																	
7/3 - Independence Day Observed										8/31 All Staff Report					[] 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					November					2026					December					2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
			1	2	2	[3]	4	5	6		1	2	3	4															
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11															
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18															
19	20	21	22P	23P	23	24	25E	26	27	21	22	23E	24	25															
26	27	28	29	30	30					28	29	30	31																
10/12- Columbus Day P- Elementary - Early Dismissal Parent Conf.										[]-Prof. Devl. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/26-27 Thanksgiving Vacation					E- Early Dismissal for Students & Teachers 12/24-12/31 Holiday Vacation														
21 days					41 days accrued					17 days					58 days accrued					17 days					75 days accrued				
January					2027					February					2027					March					2027				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
				1	1	2	3	4	5	1	2	3X	4	5															
4	5	6	7	8	8	9	10	11	12	8	9	10	11	12															
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19															
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26															
25	26	27X	28	29					29	30	31																		
1/1 Holiday Vacation 1/18 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release										2/16-2/20 School Vacation					X - Prof. Dev. All Schools Early Release														
19 days					94 days accrued					15 days					109 days accrued					23 days					132 days accrued				
April					2027					May					2027					June					2027				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
			1	2	3	4	5	6	7			1	2	3	4														
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11															
12	13	14	15	16	17	18	19	20	21	14	15*	16	17	18															
19	20	21	22	23	24	25	26X	27	28	21	22	23**	24	25															
26	27	28	29	30	31					28	29	30																	
4/19-4/23 School Vacation										5/31 - Memorial Day X - Prof. Dev. All Schools Early Release					* 180th Day, Early Release **185th Day, Early Release					6/18 - Juneteenth (observed)									
17 days					149 days accrued					20 days					169 days accrued					11 days					180 days accrued				
Holidays - No School for Students and Teachers										Start & End Times:					Early Dismissal Times (Codes X E)					Code P									
7/4 - Independence Day					7:20 a.m. to 2:04 p.m.					ORR Jr. & Sr. High Schools					11:30 a.m.					N/A									
9/7- Labor Day					ORR Jr. High School					Center & Old Hammondtown					12:20 p.m.					11:30 a.m.									
10/12- Columbus Day					ORR High School					Sippican School					12:20 p.m.					11:30 a.m.									
11/11 - Veterans' Day					7:30 to 2:03 p.m.					Rochester Memorial School					12:30 p.m.					12:30 p.m.									
11/26 - Thanksgiving Day					Center School & OHS					Approved by the Joint School Committee xx.xx.xxxx www.oldrochester.org																			
12/25- Christmas day					8:30 a.m. to 2:45 p.m.																								
1/1- New Year's Day					Sippican School																								
1/18 - Martin Luther King, Jr. Day					8:40 a.m. to 2:57 p.m.																								
2/15 - Presidents' Day					Rochester Memorial School																								
4/19- Patriots' Day					8:40 a.m. to 3:00 p.m.																								
5/31 - Memorial Day																													
6/19 - Juneteenth (observed 6/18)																													

File: ECAB

ACCESS TO BUILDINGS AND GROUNDS

The buildings and grounds of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 schools represent a significant community investment. The primary purpose of that investment is for the students of the school district.

It is in the best interest of the public that this investment be secured while nonetheless providing maximum possible community use of the district buildings and grounds.

During school hours when school is in session, access to the buildings and grounds of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 schools are limited to district students, staff, and those with legitimate business with the school or district. Those visiting for recognized business must follow the district visitor policy and accompanying procedures. Access to school grounds during the school day, except for recognized school or district activities, is prohibited.

During outside of school hours and on non-school days, the public is welcome to use school grounds from dawn until dusk as designated under procedures promulgated by the Superintendent. Such use is secondary to use by any school or district activity or to any community use as provided through rental or donation.

Access to school buildings after school hours and on non-school days is only for attending school and district events or for uses authorized by the Superintendent or their designee. Access within the building will be limited to only those participating in the authorized event. Such access will be limited to those rooms and spaces required by the event, including appropriate restroom access.

The superintendent will ensure that procedures enacting this and related policies are created and enforced.

CROSS REFS: ECA, Buildings and Grounds Management
 IHBAA, Observations of Special Education Programs
 KF, Community Use of School Facilities
 KF-R, Community Use of School Facilities
 KI, Visitors to the Schools

NOTE: Districts should ensure non-school-related access is shaped to suit local buildings and grounds and appropriate local expectations. Districts also should adapt language for school facilities not owned by, but used by, the district.

SOURCE: MASC 2025

File: KBG

PARENT ADVISORY COUNCILS (PACs) for Special Education and English Language Learners

Massachusetts General Law requires the formation and support of specific Parent Advisory Councils. These PACs can provide valuable feedback for School Committees. Committees should engage with their PACs to encourage stakeholder feedback by both designating liaisons to their PACs as with other groups and inviting the PACs to present updates on their activities to the Committee on a regular basis.

PACs must be granted access to district resources to assist them in their operations and activities where available, including but not limited to spaces for meetings and the ability to communicate with parents/guardians in the manner most accessible. PACs will not be charged for using district facilities.

Special Education Parent Advisory Councils

Every district in Massachusetts and their school committee are responsible for the establishment and support of a Special Education Parent Advisory Council, or SEPAC, in their city or town.

The “duties of the SEPAC, shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities: meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee’s special education programs.”

If a district does not have an established SEPAC, the School Committee, in conjunction with the district, shall solicit volunteers to form an interim SEPAC board. The interim board shall then work independently to create bylaws following the guidance put forth by DESE and hold formal elections by the end of the current school year.

In the absence of a SEPAC, the Student Services Department will hold the required annual Basic Rights workshop until one is established.

English Learner Parent Advisory Councils and Multilanguage Learner Parent Advisory Councils

ELPACs, or MLPACs, are required in Massachusetts under the following conditions:

“School districts or charter schools operating a language acquisition program for ELs serving 100 or more ELs or in which ELs comprise at least five percent of the school district’s or charter school’s student population, whichever is less; and/or

“Schools designated as underperforming or chronically underperforming and operating a program for ELs

ELPACs and MLPACs “are intended by law to advise school districts and schools regarding matters that impact ELs, such as providing advice on English learner education programs, meeting regularly with school officials about educational opportunities for ELs, and providing input on school or district improvement plans as they relate to ELs.”

Schools and/or districts will provide notification to parents/guardians annually in a language that is accessible to them.

LEGAL REFS: MGL Ch 71B, Section 3
603 CMR 28.07 (4)
603 CMR 28.03 (1) (a) (4)
"Act Relative to Language Opportunity for Our Kids,"
[Chapter 138 of the Acts of 2017](#) (The LOOK Act)

OTHER REFS: Guidance for Special Education Parent Advisory Councils - DESE 2010
Guidance for English Learner Parent Advisory Councils - DESE 2018

SOURCE: MASC 2025

JFAE - Middle School Pathway Exploration Policy

Policy Overview

The Old Rochester Regional School District in accordance with Massachusetts state regulations (603 CMR 4.00) and guidance from the Department of Elementary and Secondary Education (DESE) is committed to ensuring that all Old Rochester Regional Junior High School students and their parents/guardians are made aware of and gain meaningful exposure to career technical education (CTE) schools, agricultural schools, and career-related programs available to them through district, regional, and other public high schools.

High School Pathway Options

By October 15th of each school year, the following outreach methods will be planned, scheduled, and communicated with students and their parents/guardians of the Old Rochester Regional Junior High School:

- On-site information sessions at the Old Rochester Regional Junior High School.
- Direct mail and/or email communications to students and parents/guardians.
- Public-facing website updates featuring available CTE and agricultural programs.
- Seventh and eighth grade students may participate in school-day tours of CTE schools, agricultural schools, or career pathway programs.

The following CTE schools, agricultural schools, or career pathway programs are available to students based on the student's town of residence. Old Rochester Regional Junior High School will collaborate with the following institutions and programs to facilitate student awareness and exploration:

- Career Technical Schools:
 - Old Colony Regional Vocational Technical High School (Mattapoisett and Rochester residents)
 - Upper Cape Cod Regional Technical High School (Marion residents)
- Agricultural School:
 - Bristol County Agricultural High School (Marion, Mattapoisett and Rochester residents)
- District and Regional Career-Related Programs:
 - Old Rochester Regional High School [*Chapter 74 Early Childhood Education Program and Advanced Manufacturing and Business & Finance Career Pathways*] (Marion, Mattapoisett and Rochester residents)

Junior High School Career Exploration

All students in seventh and eighth grade participate in whole-class presentations as part of college and career exploration. Students receive information on secondary school and career options, and utilize online tools to assess personal interests, abilities, and skills.

Students gain exposure to regional and district pathways, including CTE schools and programs, agricultural schools, and career pathways programs, through communication in newsletters, guidance curriculum, school presentations, school tours, interest surveys, and information sessions.

Students are given the opportunity to meet individually with school counselors for future planning. Resources are provided within a Learning Management System (LMS), which includes access and instruction for utilizing online career exploration tools such as MassCIS, MyCAP, MAFSA, and ONet.

Junior High School CTE Tour Options

Old Rochester Regional Junior High School will coordinate with regional CTE schools and programs, agricultural schools, and career pathways programs to:

- Arrange school-day tours for Old Rochester Regional Junior High School students.
- Ensure transportation costs are covered by the hosting institution.
- Integrate exploration activities into students' academic and career planning.
- Interview at Old Rochester Regional Junior High School during the school day for vocational schools for those students who have applied.
- Ensure tours will be considered excused absences, provided the hosting institution confirms the student's participation.
- Ensure no school or program withholds access to these tours during the school day.

The Guidance Department at Old Rochester Regional Junior High School will be the primary contact and will collaborate with admission personnel from CTE schools and programs, agricultural schools, and career pathways programs.

Providing Records to CTE Schools and Programs

Old Rochester Regional Junior High School will release the names and addresses of seventh and eighth grade students by October 15th each year.

Parents/guardians and eligible students will receive notice and have the opportunity to request that this information not be released without prior consent.

This demographic information is shared only with authorized personnel from regional CTE schools, agricultural schools, and career pathway programs.

Old Rochester Regional Junior High School will provide relevant information to member regional CTE schools and programs and agricultural schools for students who have applied.

- This may include documentation of student interest, attendance records, and discipline records in accordance with the vocational school's requirements.
- A copy of records sent will be made available in written form upon request to students and parents/guardians.

Annually, the District will sign an attestation that the Middle School Pathway Exploration Policy is implemented. The District will make their Middle School Pathway Exploration Policy available on the district website and provide written copies to students and parents/guardians, upon request.

Maintenance of Records

Old Rochester Regional Junior High School will maintain a record of all on-site presentations, assemblies, and student tours to CTE schools, along with other relevant information about collaboration between the district and member CTE/vocational schools. These records will be made available to DESE upon request.

IKF - GRADUATION REQUIREMENTS

In order to graduate from Old Rochester Regional High School, a student must have earned at least 120 credits and complied with all state accountability requirements. In order to receive full credit, a student must receive either passing grade of a Pass (P) or a 65 (D) or better and meet the attendance requirements. Full-year courses are worth 5 credits each, half-year courses are worth 2.5 credits each. Credit will be granted upon completion of a course. Within the 120 total credits, the following courses at the college prep, honors, Advanced Placement or Dual Enrollment levels are graduation requirements:

Four years of English

Four years of Mathematics, including of Algebra I and Geometry

Two years of lab-based Science, including Biology

Three years of Social Studies including World History, U.S. History 1 and U.S. History 2

Four years of Physical Education*, or 2 years with an activity waiver

Health 9 and Health 10

One full year or two-half year courses in the Arts**

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

Additional credits needed for a graduation may be selected from among elective courses.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Standing Committee for Graduation Requirements will evaluate the work and assign credit for it according to standards prevailing in Old Rochester Regional High School.

**To satisfy the Arts graduation requirement, students must successfully complete one credit in a course aligned with the 2019 Massachusetts Arts Curriculum Framework. Under this framework, *Arts* includes the following five disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts.

LEGAL REFS.: M.G.L. [69:1D](#)
603 CMR [30:00](#)

CROSS REFS: Student Handbook
 IKFE Competency Determination

SOURCE: MASC - Updated 2025

Approved by the Old Rochester Regional School Committee 12.15.2025.

File: IKFE

COMPETENCY DETERMINATION

One of the requirements for graduation in Massachusetts is a determination of competency in subjects previously covered by the MCAS. In addition to other requirements for graduation, students must have been determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

Competency Determination Requirements

A determination of competency shall include:

Demonstrating a **mastery of skills in English language arts, mathematics, and science**; and the **satisfactory completion of relevant coursework** aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

An additional requirement for **mastery in US History** will apply to the graduating class of 2027, and beyond.

To show mastery, a student must successfully complete, in accordance with the district's grading policy:

1. The final exam for a course; or
2. A capstone or portfolio project; or
3. An equivalent measure identified in the district's CD policy.

Completion of Relevant Coursework:

A student enrolled at the Old Rochester Regional High School will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

Content Area	Coursework Requirements	Notes
English Language Arts	English 9 English 10	To satisfy this course requirement, the English Language Arts courses must be taken in grades 9-12.
Mathematics	Algebra 1 Geometry	Algebra 1 and/or Geometry taken in grades 7 or 8 will be certified as meeting the coursework requirement for the mathematics component of the CD as listed in the 2017 Massachusetts Mathematics Curriculum Framework.
Science	The equivalent of one year of any one of the following	To satisfy this course requirement, the science

	disciplines: Biology, Physics, or Chemistry.	course must be taken in grades 9-12.
U.S. History (Beginning with the graduating class of 2027)	The equivalent of a one-year United States history course, either U.S. History 1 or U.S. History 2.	To satisfy this course requirement, the U.S. History course must be taken in grades 9-12.

Mastery of Skills:

A student enrolled at the Old Rochester Regional High School will be determined to have demonstrated a mastery of skills by successfully completing, with a score of 60% or better, formative and summative assessments that align and show mastery of Massachusetts Curriculum Frameworks.

Mastery in science may also be demonstrated by earning a performance level of Exceeding, Meeting, or Partially Meeting Expectations on the Biology MCAS assessment.

Mastery in English Language Arts and mathematics may also be demonstrated by earning a performance level of Exceeding or Meeting Expectations on the ELA and Mathematics MCAS assessments.

ORRHS Aligned Courses:

ORRHS offers the following courses in alignment with the state curriculum frameworks that meet the above requirements.

English Language Arts	Mathematics	Science	Social Studies
English 9	Algebra 1	Biology	U.S. History 1
Honors English 9	Geometry	Chemistry	Honors U.S. History 1
English 10	Honors Geometry	Honors Chemistry	U.S. History 2
Honors English 10		Physics	Honors U.S. History 2
		Honors Physics	AP U.S. History

Additional Considerations:

Students with Disabilities

The Old Rochester Regional High School must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of the placing school district. Discussion of the competency determination must be a part of the IEP Team's transition planning.

English Language Learners:

The Old Rochester Regional High School shall, on a case-by-case basis, determine the appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

Late-Enrolling Students:

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the Old Rochester Regional High School in one or more of the following ways:

- Transcript review by Old Rochester Regional Standing Committee for Graduation Requirements.
- Additional course requirements as determined by Old Rochester Regional Standing Committee for Graduation Requirements.
- A qualifying MCAS score of at least meeting or exceeding expectations achievement levels on the relevant high school MCAS assessment; or by meeting the standard for a substituted equivalent that the sending district certifies satisfies the same academic standards.

Appeals Process & Transcript Review

Students have the right to appeal the district's decision to award or deny a CD. Appeal requests must be submitted in writing to the Superintendent's Office. After receiving such a request, the district will conduct a transcript/course review and respond to the applicant in writing within 30 days.

Process for Determining Diploma Eligibility Post Graduation

Students who were previously enrolled in the Old Rochester Regional School District (Classes of 2003-2024) and did not earn a diploma due to not meeting the state's CD requirement may request a review of their academic record to determine current eligibility for a diploma. Requests must be submitted in writing to the Superintendent's Office. After receiving such a request, the district will conduct a transcript/course review and respond to the applicant in writing within 30 days. If the current graduation and CD requirements have been met, the final transcript can be updated to include the official year of graduation and a diploma can be issued.

LEGAL REFS:

[DESE Graduation Requirements and Related Guidance](#)
[DESE Graduation and Transition Planning for Students with IEPs](#)
[DESE Competency Determination Guidance and Policy Submission Process](#)
[603 CMR 30.00](#)
[M.G.L. c. 69, § 1D](#)

CROSS REFS:

Student Handbook
IKF Graduation Requirements

SOURCE: MASC – 2025

Approved by the Old Rochester Regional School Committee 12.15.2025.

File: JFAD - OLD ROCHESTER REGIONAL HIGH SCHOOL ADMISSION POLICY FOR VOCATIONAL TECHNICAL EDUCATION PROGRAMS

I. INTRODUCTION

When Old Rochester Regional High School receives more applications than it has available seats, Old Rochester Regional High School applies a lottery to determine which students it will admit. The lottery will admit resident students before admitting any non-residents seeking the same program. Old Rochester Regional High School admission policy is on file at the MA Department of Elementary and Secondary Education.

II. EQUAL EDUCATIONAL OPPORTUNITY

Old Rochester Regional High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

If there is a student with limited English proficiency, a qualified staff member from Old Rochester Regional School District will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant's admission to the vocational technical education program.

III. ELIGIBILITY

Any eighth, ninth, tenth or eleventh grade student who is a student in Old Rochester Regional High School is eligible to apply for fall admission or admission during the school year subject to the availability of openings to the vocational technical education programs at Old Rochester Regional High School.

Transfer students from vocational technical schools are eligible to apply for fall admission or admission during the school year to the vocational technical education programs grades 9-12 at Old Rochester Regional High School provided they expect to be promoted to the grade they seek to enter by their current school.

IV. ORGANIZATIONAL STRUCTURE

Old Rochester Regional High School is a public school located in Mattapoisett, Massachusetts. Old Rochester Regional High School is accredited by the New England Association of Schools and Colleges. Old Rochester Regional High School is committed to providing quality vocational technical education programs.

It is the responsibility of the Old Rochester Regional High School Principal to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Old Rochester Regional High School has an Admissions Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Student Services, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- Determination of standards for admission
- Development and implementation of admission procedures
- Processing of applications
- Ranking of students
- Acceptance of students according to the procedure and criteria in the admission policy
- Establishment and maintenance of a waiting list of acceptable candidates

The Old Rochester Regional High School Principal is responsible for disseminating information about Old Rochester Regional High School's vocational technical education programs through local school assemblies and press releases, and for collecting applications from students.

V. RECRUITMENT PROCESS

The Old Rochester Regional High School Principal disseminates information about the programs through a variety of methods.

The online application will be made available on the Old Rochester Regional High School website and the student information system no later than November 1st each school year.

The application deadline will be third Friday of February of each year.

Visitations with an informational slide presentation to 8th grade classes in local schools from October to January are scheduled.

An Open House is scheduled during the fall. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational technical programs and speak with teachers as well as view a presentation about all offerings. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time. Chapter 74 website information, which describe vocational technical

programs including academic courses, cooperative education, and special education resources, are available during the 8th grade visitations and the Open House.

VI. APPLICATION PROCESS

APPLICATION PROCESS - FOR FALL ADMISSION* TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE PROGRAMS

1. Students interested in applying for admission to the ninth, tenth, eleventh or twelfth grade vocational technical education programs for fall admission must:
 - Will obtain access to the online application **no later than November 1st** from the Old Rochester Regional High School or Junior High School Guidance Office. One application is all that is needed. It will cover admission to all the vocational technical education programs in the event that a student is interested in more than one program.
 - Complete application forms will be submitted to the Old Rochester Regional High School Guidance Office by **third Friday of February of each year** to ~~the deadline set by the~~ Old Rochester Regional High School Principal.
2. If incomplete applications are received, the following procedures will be followed:
 - The applicant's parent(s)/guardian(s) will be notified by mail by the Old Rochester Regional High School Principal.
 - If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

APPLICATION PROCESS - FOR ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE PROGRAMS FOR THE CURRENT SCHOOL YEAR*

1. Students interested in applying for admission to the vocational technical education programs at Old Rochester Regional High School for admission for the current school year must:
 - Obtain access to the online application **no later than November 1st** from the Old Rochester Regional High School or Junior High School Guidance Office. One application is all that is needed. It will cover admission to all the vocational technical education programs in the event that a student is interested in more than one program.
 - Complete application forms will be submitted to the Old Rochester Regional High School Guidance Office by **third Friday of February of each year** to ~~the deadline set by the~~ Old Rochester Regional High School Principal.

2. If incomplete applications are received, the following procedures will be followed:

- The applicant's parent(s)/guardian(s) will be notified by mail by the Old Rochester Regional High School Principal at Old Rochester Regional High School.
- If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

LATE APPLICATIONS

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on a waiting list with other late applications.

TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at Old Rochester Regional High School. All transfer applicants must attend an informational meeting at Old Rochester Regional High School. If the applicant or parent/guardian cannot provide transportation, an official from Old Rochester Regional High School will go to the local school to meet with the applicant. Their applications will be evaluated according to the selection criteria contained in this Admission Policy.

SCHOOL CHOICE

Students applying to Old Rochester Regional School District under the school choice program should contact our Superintendent's office at 508.758.2772 ext. 1956 or melissawilcox@oldrochester.org with any questions. More information on school choice can be found on the Department's website.

WITHDRAWN STUDENTS

Students who withdraw from Old Rochester Regional High School's vocational technical education programs may reapply for admission to Old Rochester Regional High School's vocational technical education programs following the procedures contained in this admission policy and will be evaluated using the selection criteria contained in this Admission Policy.

VII. SELECTION PROCESS

Students are admitted into the program of their choice based on the space availability.

When Old Rochester Regional High School receives more applications than it has available seats, applicants who submit a complete application by the established deadline will be entered into an un-weighted lottery.

Applicants will be assigned a random number which is sent to the student and parent/guardian one week prior to the lottery taking place.

The applicant's random number will be placed or entered into a manual or electronic randomizer.

The Admissions Lottery shall be conducted manually or electronically in a public place and with reasonable public notice given (at least one week before the lottery). Applicants' privacy during any public sessions will be maintained. The lottery will admit resident students before admitting any non-resident students.

VIII. SELECTION CRITERIA

Completed Application

~~Meets the eligibility criteria to advance to next grade level.~~

ENROLLMENT

In order to enroll in Old Rochester Regional Vocational Technical Education programs for the fall, applicants must have been promoted to the grade they seek to enter by their local school district. In addition, they must have passed courses in English Language Arts or the equivalent and mathematics for the school year immediately preceding enrollment at Old Rochester Regional School District.

RETENTION (New Section)

Students who enroll in the Chapter 74 Programs are members of the district and are entitled to services consistent with state and federal requirements. The school maintains structures to promote persistence and completion, including a Multi-Tiered System of Supports (MTSS) that provides academic, social-emotional, and behavioral interventions. Services and interventions include targeted Tier 2 and Tier 3 academic support, effective co-teaching partnerships, counseling, Multilingual Learner services, and transition planning.

In addition, ORRHS implements the My Career and Academic Plan (MyCAP) process as a school wide, student-centered framework to support all students in developing individual academic, career, and postsecondary goals. MyCAP is embedded across academic and technical programs and is supported through collaboration among our faculty, staff, and families to identify student strengths and needs, monitor progress, and align appropriate supports. The school counseling department serves as the central coordinating hub for MyCAP implementation, ensuring consistency, communication, and continuity of planning across grade levels and programs. ORRHS is committed to maintaining a low attrition and fostering student success through comprehensive planning and support, while creating an inclusive environment that respects and values the diversity of our student population.

MAINTENANCE OF RECORDS

Old Rochester Regional High School maintains records of all students who apply, enroll, or are waitlisted, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. ORRHS will provide this information to the Department upon request.

REVIEW and APPEALS

The applicant's parent(s) or guardian(s), upon receipt of a letter from Old Rochester Regional School District indicating that the applicant was not accepted or was placed on a waitlist for a particular program (shop) (major), may request a review of the decision by sending a letter of request to the Superintendent within thirty days of the receipt of the rejection or waitlist letter. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

Adopted: March 1, 2020

Revised: December 16, 2021

Reviewed and Approved by the Joint School Committee on May 8, 2025.

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in their public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in their public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents/guardians and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

Raffles and Games of Chance

By state law and regulation, raffles and games of chance may not be organized by schools as the sponsoring organization. Employees, acting in their professional capacity, are thus barred from participating in such activities unless doing so as a member of a sponsoring organization, such as a parent or booster organization, as defined by state law and regulation.

MASC Recommended changes (red), recommended to JSC by Policy Sub 09.25.25, JSC referred back to Policy Sub 10.09.25, PSC reviewed and recommended changes (blue) 1.15.26

LEGAL REFS.: M.G.L. 268A:3; 268A:23
930 CMR 5.00
MGL 271:7A
940 CMR 12.00

CROSS REFS.: KHA, Public Solicitations in the Schools
GBEBD, Online Fundraising and Solicitations – Crowdfunding
KCD, Public Gifts to Schools
KBE, Relations with Parent/Booster Organizations

SOURCE: MASC - Updated 2025

BAA - EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. ~~At the end of a specified length of time~~In due course and as appropriate, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and assessed ~~progress appraised~~:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its assessment ~~self-evaluation~~, the members will discuss the results in detail and formulate a new series of objectives, as appropriate. ~~At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.~~

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

IN - ARTIFICIAL INTELLIGENCE (AI) POLICY

Purpose

The influence of Artificial Intelligence (AI) in education is a rapidly evolving landscape. As such, it is challenging to develop a single policy that fully addresses the concerns around access, privacy, copyrights, and academic standards. This policy aims to ensure that AI tools are used responsibly to enhance student learning while maintaining academic integrity and complying with relevant laws.

Scope

This policy applies to all predictive and generative AI tools used by students, staff and administrators in the district.

Policy Statement

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 (the District) School Committees acknowledge the growing influence of artificial intelligence in education. The District is committed to preparing students for their futures by fostering fluency in digital technologies and critical thinking skills. AI tools should be used to complement, not replace, the role of educators, ensuring that student learning is enhanced in a responsible and meaningful way. The Committee will direct the Administration to develop procedures in line with current district policies, state and federal laws, including those regarding the protection of students' information.

Guidelines

- **Academic Integrity & Ethical Use:** AI should be used as a support tool for critical thinking and personalized learning, not as a replacement for student-teacher interaction. Students must generate their own work products and staff shall be responsible for communicating to students AI usage expectations for student-generated work consistent with district policies regarding acceptable use.

(MOVED)• **Student Engagement & Educator Judgement:** AI will be used by staff as a tool for enhancing learning experiences, such as research, project-based learning, and individualized instruction, to support students in their academic journey, while upholding our district values of academic excellence and integrity.

(MOVED)• **Equity & Bias Awareness:** AI tools will be selected based on their ability to serve all students fairly and without bias, and ongoing training will be provided for students and faculty on how to identify AI misinformation and bias.

- **Privacy & Data Security:** Students shall have access to age-appropriate AI tools that support their learning and creativity while ensuring the privacy and security of their data and AI-generated content. AI tools will comply with the FERPA (Family Educational Rights and Privacy Act), COPPA (Children's Online Privacy Protection Act), and other student data protection laws, ensuring student information is secure and used only for educational purposes.

- **Transparency & Accountability:** Users are prohibited from inputting sensitive, proprietary, or confidential information into AI systems. The district commits to transparent communication regarding AI goals and data use.

Review and Revision

The district will review and revise this policy regularly, ensuring that it aligns with new developments in AI and remains in compliance with academic standards and privacy laws.

BGB - POLICY ADOPTION

Any member of the School Committees of the Old Rochester Regional School District/Massachusetts Superintendency Union #55, staff member, or community resident may suggest a new, revised, or obsolete policy for School Committee consideration, subject to the following:

- a) Anyone suggesting a new policy or a change in an existing policy shall provide the Superintendent of Schools with a written statement of the policy along with the justification for the proposal.
- b) The suggested policy or amended existing policy will be referred to the Policy Subcommittee of the School Committees for review.
- c) If, after the review, the new, revised, or obsolete policy is approved by a majority vote of the Policy Subcommittee, it will be placed on the next regular School Committee agenda for discussion.
- d) A new policy requires a 2/3 majority vote of the entire School Committee for adoption.
- e) Existing policy may be amended or repealed by a two-thirds vote of the entire School Committee.
- f) Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.
- g) A policy of the School Committee is to remain in full force unless specifically changed by a two-thirds vote of the School Committee.
- h) The School Committee may dispense with the above sequence to meet emergency conditions.
- i) The Superintendent's office will be responsible for maintaining the official copy of the policy manual.