

REVISED 6.8.26
JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
June 9, 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: January 29, 2026

b. Superintendent's Goals Subcommittee: May 19, 2026

c. District Wellness Committee: May 13, 2026

4. General

a. Approval of the Vision of the Graduate (VOTE)

That the School Committees review the final draft of the Vision of the Graduate.

b. Strategic Plan Vision 2028 Update

That the School Committees hear an update from administration.

c. Superintendent's End of Cycle Summative Evaluation (VOTE)

That the School Committees present the Superintendent's End of Cycle Summative Evaluation.

d. Approval of Professional Development Plan (VOTE)

That the School Committees review the Professional Development Plan for the 2026-2027 school year.

e. Approval of 2026-2027 School Committee Dates (VOTE)

That the School Committees review the following Joint School Committee dates for the 2026-2027 school year: October 8, 2026, January 28, 2027 and June 10, 2027.

5. Policy Review (VOTE)

1st Reads

- **JLCDC Self-administration and Self-Carry of Medications** - This new policy coincides with updated policy JLCD Administration of Medication to Students (see below) and with 105 CMR 210 to align with regulation issued by the Massachusetts Department of Public Health to provide for the safe and proper storage and administration of medications to students in the Commonwealth's public and non-public primary and secondary schools. It also permits school nurses to delegate responsibility for administration of medications to trained, nursing-supervised, unlicensed school personnel. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.

2nd Reads/ Revisions

- **EFD – School Nutrition Charge Policy** - In the winter, the Food Service Department underwent a DESE Food Service Administrative Review. The audit found that the School Nutrition Charge Policy prohibits

students (or siblings of a student) from attending or participating in non-fee-based extracurricular activities, field trips, or school events solely because of the student's unresolved meal debt and prohibits students from receiving grades, official transcripts, report cards, or from graduating or attending graduation events solely because of unresolved meal debt. The revisions are to correct these findings. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.

- **ECAB – Access to Buildings and Grounds** - The current policy contains a potential conflict with policy ECA regarding authorized staff access to buildings outside of school hours. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.
- **EEAEA – Bus Driver Examination and Training** - The current model policy includes outdated language. The phrase “and proof of freedom from tuberculosis” from item 2 should be removed, as this is no longer a legal requirement. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.
- **KBG – Parent Advisory Councils (PACs) for Special Education and English Language Learners** - The policy language on Parent Advisory Councils has been updated to remove best practices and include the guidance regarding PACs not being subject to Open Meeting Law. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.
- **JKAA – Time-Out, Seclusion, and Restraint of Students** - This policy has been entirely rewritten to align with new state regulations. DESE requires this policy and the accompanying procedures to be in place by August 17, 2026. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.
- **JLCD – Administration of Medication to Students** - This updated policy (JLCD) coincides with the new policy (JLCDC) to 105 CMR 210 align with regulation issued by the Massachusetts Department of Public Health to provide for the safe and proper storage and administration of medications to students in the Commonwealth’s public and non-public primary and secondary schools. It also permits school nurses to delegate responsibility for administration of medications to trained, nursing-supervised, unlicensed school personnel. The Policy Subcommittee reviewed and recommended this policy to the Joint School Committee at their meeting on May 27, 2026.

6. Information and Future Agenda Items

a. Information

b. Timeline

- i. Joint School Committee: October 8, 2026* pending approval

c. Future Agenda Items

- i. School Calendar Approval (winter)
- ii. Budget Update (winter)
- iii. Approval of School Committee Dates (spring)
- iv. Professional Development Plan Approval (spring)
- v. 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

June 2026

Message of the Month

Dear School Community,

First and foremost, I want to congratulate the Class of 2026 on their recent graduation from the Old Rochester Regional High School. Shaking the hands of our graduating seniors is always a highlight of my school year. Our school community truly understands how to celebrate their accomplishments and send them off with their well deserved high school diplomas.



Second, I want to thank the voters of the Tri-Town for their support at the recent town meetings in Marion, Mattapoisett, and Rochester. The proposed fiscal year 2027 budgets and related school articles that were proposed by the school committees were all approved by the resident voters. This type of support is part of the strong educational foundation established in the Tri-Town.

With the last day of school upon us - the teachers, staff members, and students are still working hard to close out a successful school year. As always - I want to thank our students' parents and guardians for their continued support and partnership.

It is my hope that this month's Superintendent's Newsletter is informative regarding school news and happenings.

Respectfully,

Michael S. Nelson
Superintendent of Schools

Superintendent's School Highlights



Sippican Seniors



Celebrating at OHS



Rochester Seniors



Center School Field Day



HS Spring Concert



RMS Visit

Office of Teaching and Learning

From Dr. Fedorowicz

Assistant Superintendent of Teaching and Learning



Senior Awards Night

Our High School Awards Night was a wonderful opportunity to recognize and celebrate the hard work, dedication, leadership, and accomplishments of our students. The evening highlighted the many ways our students excel both inside and outside of the classroom through academic achievement, service, leadership, athletics, the arts, and community involvement.

We are incredibly proud of all of the students who were recognized for their commitment, perseverance, and contributions to our school community. Their accomplishments reflect not only individual success, but also the strong support and encouragement provided by families, teachers, staff, coaches, advisors, and mentors throughout their educational journey.

We would also like to thank our teachers and staff for their continued dedication, hard work, and commitment to supporting student growth and achievement each day. Their efforts play an important role in helping students reach their goals and preparing them for future success. Congratulations to all award recipients and scholarship winners. Your efforts, character, and determination continue to make our school community proud, and we look forward to all you will accomplish in the future.

Office of Student Services

From Dr. Curley



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 collaboratively, helping children build essential life skills while improving family dynamics. This course offers caregivers the tools they need to:

- 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.

Special Olympics

We would like to thank Tabor Academy for inviting us to participate in their annual Special Olympics Games. This year, we were thrilled to bring even more students, including our elementary students. It was truly a wonderful experience for everyone involved.

Congratulations Retirees!

ORR High School

Ms. Aimee Fox, Administrative Assistant

ORR Junior High School

Mr. Chuck Jancaterino, PE Teacher

Ms. Kathy Gauvin, Health Teacher

Center School

Dr. Linda Ashley, Principal

Ms. Claudia Duke, Special Education Teacher

Old Hammondtown School

Ms. Linda Aruri, Math Paraprofessional



Rochester Memorial School

Ms. Kim Amato, Administrative Assistant

Ms. Kathy Harding, Paraprofessional

Sippican School

Ms. Hannah Moore, Instrumental Music Teacher

Ms. Patricia Richard, Choral Music Teacher

Mr. William Roseman, 6th Grade Teacher

Mr. West Named Next Principal of Center School!

Mr. West has been selected as the next Principal of Center School, following Dr. Ashley's upcoming retirement. Mr. West served as Assistant Principal at Rochester Memorial School for 13 years. He has worked for over two decades in the Old Rochester Regional School District and Massachusetts Superintendency Union #55.

[Read more.](#)



SUN Bucks Open for Applications

It's back! SUN Bucks is a federal food program that provides \$120 in extra grocery benefits for each eligible school-aged child in our community.



Many eligible children are automatically enrolled in SUN Bucks through other programs they already participate in.

Families who are not automatically eligible but may qualify based on household income are encouraged to complete the [SunBucks application](#).

SUN Bucks helps kids and teens thrive in the summertime and beyond, ensuring our families have access to nutritious food for their kids when schools are closed for summer break.

Have questions about the program? [Learn More Here.](#)

Immigration Updates

DESE has provided the following resources for families including the one-page [Immigrant Students' Right to Attend School: A Guide for Families](#), which is available in [Spanish](#), [Portuguese](#),

[Haitian Creole](#), [Vietnamese](#), and [Chinese](#). The Attorney General's Office has also published an [emergency planning guide](#) also available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), and [Chinese](#) and an [emergency planning fact sheet for parents with uncertain immigration status](#) in [Spanish](#), [Portuguese](#), [Haitian Creole](#), and [Chinese](#).

School Committee Happenings

In May, the Rochester School Committee welcomed first graders to hear about a recent project and show, and the Mattapoisett School Committee held their last meeting of this school year, welcoming new member Margie Pullo Breese. Many donations were accepted again! We are thankful to the Mattapoisett PTA for the on-going support of student activities and field trips. [Click here for the complete schedule, meeting resources and minutes.](#)



Upcoming meetings (subject to change):

June 2nd - Marion School Committee

June 3rd - Rochester School Committee

June 9th - Joint School Committee

June 15th - ORR School Committee

Recent News

A fond farewell at Sippican's Spring Concert. Ms. Moore and Ms. Richard are retiring at the conclusion of this school year. We are grateful for their many years of service to the students and families of Marion! [Read more.](#)



View the news from all our schools!

Community Information and Flyers

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

2026-2027 School Calendar

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!



Missed last month's newsletter? Click here.



Michael S. Nelson, Superintendent

www.oldrochester.org



Subscribe

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
January 29, 2026 – 6:00 p.m.**

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

Members Absent: None

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

Union Members Absent: None

Others Present: Michael S. Nelson, Superintendent of Schools; 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; Kelly Chouinard, Assistant Principal, ORR Jr. High School; Christina Cioffi, Director of Guidance; Heidi Letendre, Principal, Rochester Memorial School; Charley West, Assistant Principal, Rochester Memorial School; Linda Ashley, Principal, Center School; Stephanie Wells, Principal, Old Hammondtown School; Greg Thomas, Assistant Principal, Sippican School; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person).

1. Meeting to Order

The meeting was called to order at 6:03pm by Vice-Chairperson Nye and Chairperson Daniel. Chairperson Daniel 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 shared the following remarks: *We want to begin by saying how proud we are of the work happening across the Old Rochester Regional School District. When we visit our schools, attend events or hear reports from administrators, it's clear that our students and staff continue to do remarkable things. At the High School and the junior high, we've seen strong student engagement both academically and beyond the classroom. Students continue to excel in athletics, the arts and extracurricular activities and it's been encouraging to see increased participation in clubs, student leadership and community service. Our elementary schools continue to be places where learning feels joyful and supportive. We are seeing wonderful examples of students growing as problem-solvers and kind community members. Whether it's through hands-on learning, family events or creative projects, our schools do an outstanding job laying the foundation for lifelong learning. I also want to recognize the behind-the-scenes work that often goes unnoticed. Our teachers, paraprofessionals, administrators (both building based and central office), custodial staff, food service workers and support personnel all play a critical role in creating safe, welcoming environments for students every single day. As a Joint School Committee, our work continues to focus on thoughtful planning, fiscal responsibility and ensuring that students in Marion, Mattapoisett and Rochester all have access to high-quality educational opportunities. We take that responsibility seriously and remain committed to transparency, collaboration and long-term decision-making that serves the best interests of our communities. I would also like to thank my fellow Committee members for their dedication and respectful collaboration. The strength of this district is rooted in partnership—between schools, families, towns, and staff—and that partnership is very evident in the work that is being done. Thank you for being here this evening. I look forward to our discussions and the presentations on tonight's agenda.*

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](#).

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Superintendent Nelson shared his most recent newsletter and the following remarks: *Each year we talk about the budget season being challenging. The word I'm going to use this year is dire, and some of you have heard that already at your budget subcommittee meetings. Although we're not alone, I do think that the Tri-town school departments are starting to approach the point of how do we sustain the programming that we have here, which we've all come to appreciate and expect for our children, their families, and our staff members who are providing the excellent services. Cutting right to the chase, I anticipate very, very challenging conversations in terms of how best to be able to sustain the programming that I just spoke to. When it comes to Old Rochester, like the state of health insurance in the state and/or the nation is going to be a huge part of the equation as we try to figure out what the next fiscal year looks like as we have discussed with the ORR School Committee. I know although this is the Joint School Committee, I know each of us have responsibilities in terms of our own separate school committee. So, whether you're on the Budget Subcommittee or not, I ask you to pay special attention to the work that's being done this year. Please ask the questions you need to with the purpose of being able to advocate in terms of what you believe a budget should look like as we move into the next fiscal year. I cannot say it enough. Every budget season is challenging. This one, I think, is going to be especially challenging, and if we don't come out where we need to be, it could have dire consequences in terms of what our expectations are for our kids here in our six schools. So, I apologize for the somber sentiments, but I think it's important to be upfront and transparent. Thank you for the opportunity to share some remarks.*

3. Approval of Minutes

a. Regular Meeting: October 9, 2025

Motion to approve the regular session minutes of October 9, 2025 as presented.

District, Mr. Monteiro

Union, Ms. Nye McGaffey

Seconded

District, Ms. McSweeney

Union, Ms. Lavin

MOTION PASSED

(District 9:0) (Union 8:0:1)

ROLL CALL

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

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

b. District Wellness Committee: December 10, 2025

Motion to approve the District Wellness Committee minutes of December 10, 2025 as presented.

District, Ms. Rounseville

Union, Ms. Nye McGaffey

Seconded

District, Ms. Stewart

Union, Ms. Duggan

MOTION PASSED

(District 9:0) (Union 7:0:2)

ROLL CALL

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

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

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.

Superintendent Nelson reminded the members of the timeline of the Superintendent's goals which are in their second year and in April 2026 feedback materials will be shared with all members. The Superintendent's

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Goals Subcommittee asks all members to return their materials in May 2026. He confirmed with the members that the format will remain the same and the evidence will be hyperlinked so all members can access it electronically.

Chairperson Daniel added for new members that the school committee members will evaluate the goals and progress made after reviewing the evidence. There is a fillable form created that lists the goals and key actions for reference so that each member can provide a rating and there is also a comment section for each goal. Then the Chairs review all ratings and comments, compile the information with the Superintendent's Goals Subcommittee and present the final evaluation at the June Joint School Committee meeting. She welcomed any members to reach out to the Chairs with any questions.

b. 2026-2027 School Calendar

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

The School Committees went month by month through the draft calendar. In September, there was discussion around the start day for Kindergarten on the half day before Labor Day including other options for the first day, and concerns in previous years related to dismissal. Dr. Ashley shared that she believes Mattapoissett brought up this topic in their calendar feedback because of previous concerns but new dismissal procedures have improved the process and school council agrees with easing in Kindergarten students. In October, there was mention of maybe moving the professional development day. In November, the professional development day is scheduled on November 3rd due to elections. In March, there were some concerns with professional development on March 3rd, which is not long after February vacation. The feedback proposed moving it to March 17th. For May, the secondary feedback was having professional development earlier in the year, but elementary schools need this timeframe. The school committee members discussed other potential options including moving the day, combining it with another half day, but ultimately decided to leave it as presented. Ms. Rounseville asked if remote learning was an option any longer when snow days take place. Superintendent Nelson shared the State no longer supports remote options. Ms. Lavin appreciated the many weeks of continuous learning in the proposed calendar.

Next, Dr. Fedorowicz shared a proposal for additional professional development time on behalf of the Office of Teaching and Learning and Instructional Council as well. Over the last couple years, Instructional Council, which is comprised of our Pre-K through 12 representation, and every district, including our administrators, is looking to enhance our professional development and include more opportunity for professional development during the school year. An additional half day could be incorporated into the current calendar which would not affect the 180-day requirements, or the 990 hours at the secondary, or 900 hours at the elementary level. She shared that many local districts have professional development time monthly or more and with Vision2028 the Districts have been working hard to align the curriculum according to the strategic plan. The additional time would assist in incorporating new math, science and history along with work on graduation requirements and competency determination since the vote on MCAS state-wide in recent years. The Districts have also incorporated MTSS work in Student Services. The additional time would also allow for further collaboration across all schools at each grade level and data analysis. The proposal would be an additional half day of professional development added in October.

The members discussed the contractual obligations of adding an additional full professional development day and the fiscal responsibility that comes along with that. The members acknowledged the goals of aligning the schools and hearing the feedback from the staff. They discussed options for adding a half professional development day and changing the dates of conferences and other professional development days.

Motion to approve the 2026-2027 school calendar with the following revisions; adding a half professional development day on October 9th, moving parent teacher conferences for the elementary schools to October 29th and 30th and moving the professional development day on March 3rd to March 17th.

District, Ms. Smith

Union, Ms. Nye McGaffey

Seconded

District, Ms. Kearns

Union, Mr. Trombly

MOTION PASSED

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

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ROLL CALL

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

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

c. Vision of the Graduate Update

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

Dr. Fedorowicz presented the following update related to the Vision of the Graduate, previously known as the Portrait of the Graduate.

Vision2028

Objective 1: Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

Objective 2: 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.

Vision2028 Outcome

By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.

Vision of the Graduate

The final product will have six core competencies with five attributes for each competency. “I can” statements will be developed for each grade level to demonstrate what a graduate from each grade level looks like in our school system.

What has taken place so far?

2023-2024

With our new Strategic Plan in place, Vision2028, the Leadership Council (TLC) agreed that work would begin at the high school. Through meetings, community stakeholder surveys and reflection tools, the initial draft of core competencies was developed.

2024-2025

In the summer, TLC reviewed the draft and began setting an action plan to incorporate all school system-wide along with a community group in the process. Parents/guardians, community stakeholders, faculty, administration and school committee members participated.

2025-2026

In the fall, TLC revisited this work to reflect on progress to date and to review recent [DESE guidance](#). This updated draft, which includes proposed core competencies and attributes based on a crosswalk document, was shared with the stakeholder group in January for thoughtful review, feedback, and revision. TLC refined the final draft to share with faculty and staff for broader input.

Core Competencies

- Prepared Learner
- Creative Problem Solvers
- Responsible Contributor
- Collaborative Citizen
- Resourceful Decision-Makers
- Effective Communicator

Dr. Fedorowicz shared that TLC will review the draft of core competencies and attributes then it will be shared with all staff for feedback. Then, TLC will refine after reviewing the feedback and it will be shared one more time with the stakeholder group. The last step for this school year will be to share the final draft of core competencies and attributes for approval by the Joint School Committee in June. Next year, the “I Can” statements will be developed.

5. Policy Review

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.

- **JFAE - 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 Vocational Technical Education Programs**

In the fall, the District submitted its 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

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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.

Superintendent Nelson reviewed policies JFAE – Middle School Pathway Exploration Policy, IKF – Graduation Requirement and IKFE – Competency Determination, which the ORR School Committee had already approved at a previous meeting, so only the Union needs to do so this evening. The ORR School Committee reviewed and approved them at their last meeting in order for the policies to be submitted to DESE within the deadlines. Upon approval by the Union at this meeting, they will be added to the system-wide online policy manual.

Motion to approve policies JFAE – Middle School Pathway Exploration Policy, IKF – Graduation Requirement and IKFE – Competency Determination as presented.

Union, Ms. Lavin

Seconded

Union, Mr. Trombly

MOTION PASSED

(Union 9:0)

ROLL CALL

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

Next, Superintendent Nelson reviewed policies ECAB – Access to Buildings and Grounds, KBG – Parent Advisory Councils (PACs), JFAD – ORRHS Admission Policy for Vocational Technical Education Programs, GBEBC – Gifts to and Solicitation by Staff, BAA – Evaluation of School Committee Operational Procedures, IN – Artificial Intelligence and BGB – Policy Adoption as described above.

Chairperson Daniel asked if ORR would have to have a lottery if the state changes their process related to JFAD – ORRHS Admission policy for Vocational Technical Education Programs. Ms. McSweeney confirmed yes and Superintendent Nelson said the policy would be reviewed and updated accordingly if the state makes any changes.

Motion to approve policies ECAB – Access to Buildings and Grounds, KBG – Parent Advisory Councils (PACs), JFAD – ORRHS Admission Policy for Vocational Technical Education Programs, GBEBC – Gifts to and Solicitation by Staff, BAA – Evaluation of School Committee Operational Procedures, IN – Artificial Intelligence and BGB – Policy Adoption as presented.

District, Ms. Smith

Union, Ms. Lavin

Seconded

District, Ms. Kearns

Union, Mr. Trombly

MOTION PASSED

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

Meeting Minutes

ROLL CALL

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

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

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.

There were no public comments.

8. Executive Session

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

Executive session was not needed and not held.

9. Adjournment

Motion to adjourn at 7:37 p.m.

District, Ms. Smith

Union, Ms. Lavin

Seconded

District, Ms. Kearns

Union, Mr. Trombly

MOTION PASSED

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

ROLL CALL

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

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

**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
Superintendent's Goals Subcommittee
May 19, 2026 – 4:00 p.m.
MEETING HELD IN HYBRID FORMAT
Superintendent's Conference Room
135 Marion Road
Mattapoisett, MA 02739**

School Committee Members Present: Michelle Smith (in-person), Marion School Committee, Nichole Daniel (remote), Marion School Committee, Kate Duggan (remote), Rochester School Committee, Carly Lavin (remote), Mattapoisett School Committee and Matthew Monteiro (in-person), ORR School Committee.

School Committee Members Absent: Robin Rounseville

Other Staff Members Present: Melissa Wilcox (in-person), Executive Assistant to the Superintendent.

Meeting was called to order at 4:05 p.m. by Michelle Smith.

I. General

- a. Discussion of End of Cycle Summative Evaluation process for the Superintendent
- b. Review the draft of compiled Superintendent's evaluation form results
- c. Discuss explanation plans at Joint School Committee June 9, 2026

Chairperson Smith led a review of the compiled evaluation results from all members to determine the overall comments to be shared at the Joint School Committee meeting. The members discussed the comments and compiled remarks to report to the Joint School Committee which encompass the majority of feedback from members. Next, Chairperson Smith and Chairperson Daniel will work together on finalizing the Superintendent's evaluation, including feedback and items for the Superintendent to consider moving forward in his next set of goals. They will present it to him ahead of the Joint School Committee where it will be shared publicly.

II. ADJOURNMENT

Motion to adjourn meeting at 4:50 p.m.

Motion: Mr. Monteiro

Seconded: Ms. Daniel

Roll Call: Michelle Smith (yes); Nichole Daniel (yes); Kate Duggan (yes); Carly Lavin (yes); Matthew Monteiro (yes)

Submitted by,
Melissa Wilcox

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

**May 13, 2026
1:00 pm**

School Committee Members Present:

Nichole Nye McGaffey, Marion School Committee (remote); Betsy Stewart, ORR School Committee (remote); and Robin Rounseville, Rochester School Committee (remote).

School Administrators, Faculty, and Staff Present:

Jill Henesey, Food Service Director (in-person), Nicole Reedy, ORR High School Nurse (in-person), Linda Ashley, Principal - Center School (remote), Lauren Millette, Assistant Principal – ORR High School (remote), Kelly Chouinard, Assistant Principal – ORR Junior High School (remote) and Heidi Letendre, Principal – Rochester Memorial School (remote).

Community Stakeholders Present: Jeremy Hutton, Susan Hunter Revell, and Alison Doak, School Wellness Coach through DESE (all remote).

I. MEETING TO ORDER

The meeting was called to order by Robin Rounseville at 1:04pm. 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 – March 25, 2026

Motion to approve the meeting minutes from March 25, 2026 by Robin Rounseville

Seconded by Nichole Nye McGaffey

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

Motion Passed

IV. Share Out: Action Plan Progress

The members discussed happenings since the last meeting to promote the policy in newsletters to families and staff, working with the Marion Institute further in the elementary schools including Food Waste program development and the high school would like to do something similar along with composting. The administration has also connected with the ORR Cares student group for collaboration during the next school year. Focus will continue on staff wellness, sharing the policy throughout the schools and utilizing outside resources like the new health insurance group at ORR, etc.

V. Communication Success

The Subcommittee will continue to work to share information with all stakeholders on initiatives and policy requirements. Ms. Doak confirmed fall 2027 is when the Subcommittee will need to

Meeting Minutes

start reviewing the policy again for revisions.

VI. Closing Remarks

Dr. Curley shared that dates for the 2026-2027 school year will be planned and shared with members. She thanked Ms. Doak for being instrumental in the success of our policy revisions and subcommittee planning.

VII. ADJOURNMENT

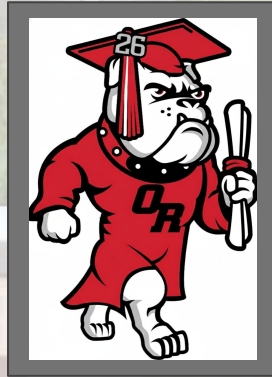
Motion to adjourn at 1:21pm by Robin Rounseville

Seconded by Nichole Nye McGaffey

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

Motion Passed

Vision of the Graduate



Old Rochester Regional School District
MA Superintendency Union # 55

✓ Prepared Learner

1. Engages and participates intentionally in learning across academic disciplines.
2. Seeks new ideas to broaden perspectives and cultivates open-mindedness.
3. Seizes opportunities to grow, explore, and lead proactively.
4. Builds independence and remains informed.
5. Manages time and finances effectively and follows through on commitments.

✓ Creative Problem Solvers

1. Adapts and shifts mindset to meet challenges.
2. Perseveres by setting personal goals and evaluating progress in meeting them.
3. Reflects to show self-awareness and to self-advocate when needed.
4. Prioritizes personal well-being to live a healthy life and to engage in self-improvement.
5. Develops and contributes to positive support systems and meaningful relationships.

✓ Responsible Contributor

1. Takes action to improve the community and the environment.
2. Practices ethical behavior and operates with integrity, kindness, compassion, and empathy.
3. Explores and respects differences in perspectives, beliefs, and cultures.
4. Advocates for inclusive, equitable, and accepting communities.
5. Engages in civic responsibility and the democratic process.

✓ Collaborative Citizen

1. Contributes meaningfully and respectfully to group work.
2. Receives and incorporates feedback effectively.
3. Manages conflict to successful resolution.
4. Honors others' viewpoints to achieve common goals.
5. Takes responsibility for the impact of their communication.

✓ Resourceful Decision-Makers

1. Plans, analyzes and adapts strategically.
2. Applies knowledge, skills and experience to generate solutions.
3. Reasons effectively using evidence to make sound judgments and decisions while evaluating the validity of information.
4. Uses imagination to develop meaningful ideas and connections.
5. Learns from successes and failures by taking risks.

✓ Effective Communicator

1. Works with diverse groups of people by honoring, respecting and listening to all voices.
2. Advocates respectfully for oneself and others.
3. Gives, receives and accepts appropriate constructive feedback.
4. Expresses oneself clearly through verbal and nonverbal communication.
5. Navigates and responds to multimedia/digital media information safely and responsibly.



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Superintendent's Goals 2024-2026

Michael S. Nelson, Superintendent of Schools

June 2026





Marion

Nichole Daniel & Michelle Smith

Mattapoisett

Carly Lavin

Rochester

Kate Duggan & Robin Rounseville

Old Rochester

Matthew Monteiro, James Muse & Michelle Smith

Superintendent's Goals Subcommittee



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

Welcome to...

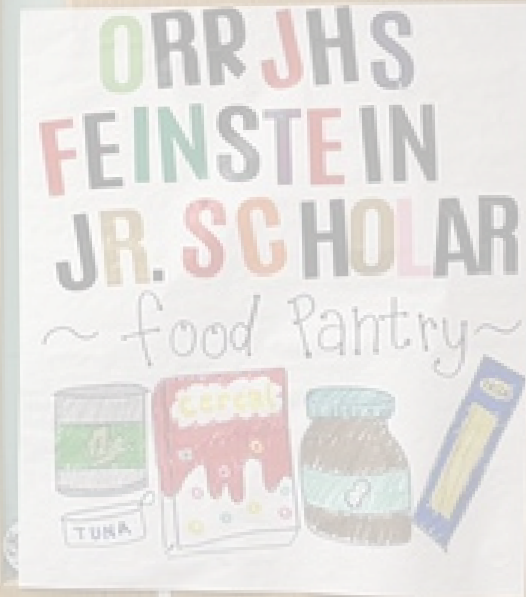
Mission:
**To Inspire All
Students to Think, To
Learn and To Care.**



Guiding Documents



VISION2028 SCHOOL IMPROVEMENT PLAN



Superintendent's Goals 2024-2026

- 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.
- 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.
- 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.
- 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.

Superintendent's Goals 2024-2026

Goal One

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.

Standards & Indicators

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

Goal One



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.

Resources

- Vision 2028 Strategic Plan
- School Improvement Plans
- DESE Learning Standards
- Literacy Action Plan
- Curriculum Review Cycle
- Common Assessments
- Student Data
- Professional Development

✓ Completed/
On-Track



Superintendent's Goals 2024-2026

Goal Two

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. *(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.)*

Standards & Indicators

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



Goal Two

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.

Resources

- Vision 2028 Strategic Plan
- School Improvement Plans
- Portrait of the Graduate Resources
- Stakeholder Feedback
- Student Data Sets
- School Improvement Plans

✓ Completed/
On-Track





Superintendent's Goals 2024-2026

Goal Three

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.

Standards & Indicators

Standard II: Management and Operations
Indicators: II-A Environment, II-E Fiscal Systems

Standard IV: Professional Culture
Indicators: IV-A Commitment to High Standards, IV-E Shared Vision



Goal Three

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.

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

✓ Completed/
On-Track



Superintendent's Goals 2024-2026

Goal Four

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.

Standards & Indicators

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-D Continuous Learning, IV-E Shared Vision



Goal Four

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.

Resources

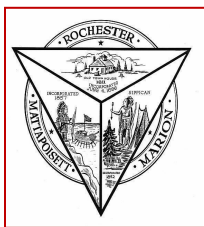
- Vision 2028 Strategic Plan
- School Improvement Plans
- DESE Model Classroom Rubrics and Observation Tools
- Association Memberships (i.e. AASA, MASS, MASC)
- SMORE Newsletter Tool
- Survey Data Collection Tools
- FinalSite, SMORE, Social Media Accounts

✓ Completed/
On-Track

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
Superintendent's Rubric			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building



Thank you!



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

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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
End Cycle Review June 2026
**Indicates new evidence since mid-cycle June 2025*

Name: Michael S. Nelson, M.Ed.

Title: Superintendent of Schools

Leadership Goal Student Learning Goal	Leadership 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 24-25](#)
[DLLT and SLLT Rosters](#)
[SLLT Meetings Schedule](#)
[SLLT Activity Example](#)
[SLLT Bar Graph Example](#)
[SLLT Meeting Feedback Example](#)
[12/2/24 I C Agenda](#)
[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 I C Members and Schedule*](#)
[10/21/25 I C Agenda*](#)
[11/19/25 I C Agenda*](#)
[12/10/25 I C Agenda*](#)
[3/3/26 I C Agenda*](#)
[4/14/26 I C Agenda*](#)
[5/21/26 I C Agenda*](#)
[Literacy Action Plan 25-26*](#)
[The Writing Revolution Memberships*](#)
[The Writing Revolution Services*](#)
[DLLT Roster 25-26*](#)
[DLLT Meeting Schedule*](#)
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](#)

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](#)
[Vision of a MA Graduate*](#)
[VOG Planning Team 25/26*](#)
[TLC VOG Crosswalk*](#)
[TLC Agenda VOG*](#)
[Core Competencies and Attributes Feedback Survey*](#)
[Core Competencies and Attributes Feedback*](#)
[Staff Feedback Dates*](#)
[VOG Presentation for Staff 1/23/26*](#)
[VOG Presentation for Joint 1/29/26*](#)
[1/22/26 Planning Team Agenda*](#)
[1/22/26 Planning Team Presentation*](#)
[Core Competencies Feedback Survey - Families*](#)
[Feedback Survey in Newsletter*](#)
[Website Notification*](#)
[Facebook Post for Feedback*](#)
[ORRconnect App Post*](#)
[April 2026 Community Stakeholder Meeting*](#)
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](#)

[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](#)
[8/26/25 PD Day*](#)
[9/24/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[enVisions Family Night*](#)
[enVisions Launched*](#)
[3/4/26 PD Day*](#)
[Elementary Union Check-in September*](#)
[Elementary Union Check-in November*](#)
[Math Implementation Support - Consultant*](#)
[Consultant Training Schedule*](#)
[Consultant Meeting Agenda*](#)
[Effective Math Practices*](#)
[Principles to Actions*](#)
[Card Sort Activity*](#)
[enVisions Best Practices*](#)
[enVisions PD Topics*](#)
[enVisions Family Support*](#)
[iReady Demo March 2026*](#)
[DLLT Meeting March 2026*](#)
[DLLT Meeting April 2026*](#)
[OpenSciEd in Grad 6*](#)
[OpenSciEd in Grade 5*](#)
[Student Solve OpenSciEd*](#)
[RMS MCAS Scores Recognition*](#)
[Common Assessment Outcomes - Solution Tree*](#)
[Instructional Council Assessments Comparison*](#)
[Common Assessment Survey Secondary*](#)
[iReady Pilot Interest*](#)
[Curriculum Review Cycle 25-26*](#)
[5/27/26 Half PD Day*](#)

3. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to examine the structure, purpose, roles,

[POG Interest Form App Notification](#)
[VOG Planning Team 25/26*](#)

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](#)
 - [HS - POG Survey - Current Students](#)
 - [HS - POG Survey - Staff](#)
 - [Vision of a MA Graduate*](#)
 - [VOG Planning Team 25/26*](#)
 - [TLC Agenda VOG*](#)
 - [TLC VOG Crosswalk*](#)
 - [Core Competencies and Attributes Feedback Survey*](#)
 - [Core Competencies and Attributes Feedback*](#)
 - [Staff Feedback Dates*](#)
 - [1/22/26 Planning Team Agenda*](#)
 - [1/22/26 Planning Team Presentation*](#)
 - [Core Competencies Feedback Survey - Families*](#)
 - [Feedback Survey in Newsletter*](#)
 - [Website Notification*](#)
 - [Facebook Post for Feedback*](#)
 - [ORRconnect App Post*](#)
 - [Feedback Email*](#)
 - [Feedback App Notification*](#)
 - [April 2026 Community Stakeholder Meeting*](#)
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](#)

responsibilities, and resources to support district-wide curriculum leaders at all levels.

[12/2/24 I C Agenda](#)

[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*](#)

[25-26 IC Members and Schedule*](#)

[10/21/25 I C Agenda*](#)

[11/19/25 I C Agenda*](#)

[12/10/25 I C Agenda*](#)

[3/3/26 I C Agenda*](#)

[4/14/26 I C Agenda*](#)

[5/21/26 I C Agenda*](#)

[DESE Math Rubric*](#)

[Math Tool Selecting Programs*](#)

[Math Textbook Evaluation Tool*](#)

[Math General Evaluation Rubric*](#)

[Math Pilot Evaluation Form*](#)

[Atlas Action Plan*](#)

[FY27 Budget Reports*](#)

[26/27 Needs Assessment Survey - Parents*](#)

[26/27 Needs Assessment Survey - Staff*](#)

[26/27 Needs Assessment Survey Results-Parents*](#)

[26/27 Needs Assessment Survey Results-Staff*](#)

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](#)

[HS POG Survey - Parents/Guardians Results](#)

[Vision of a MA Graduate*](#)

[TLC VOG Crosswalk*](#)

[Core Competencies and Attributes Feedback Survey](#)

[Core Competencies and Attributes Feedback*](#)

[Core Competencies Feedback Survey - Families*](#)

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](#)

[VOG Presentation for Joint 1/29/26*](#)

[VOG Update in Newsletter*](#)

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](#)

[VOG Presentation for Staff 1/23/26*](#)

[VOG Action Plan*](#)

[VOG Final Draft June 2026*](#)

[Literacy Needs Assessment for Assessment Framework](#)

[24/25 Curriculum Review Cycle](#)

[IntoReading Needs Assessment Survey](#)

[IntoReading Needs Assessment](#)

[Secondary Needs Assessment Survey](#)

[9/25/24 PD Day](#)

[11/5/24 PD Day](#)

[3/5/25 PD Day](#)

[5/28/25 PD Day](#)

[8/26/25 PD Day](#)*

[11/10/25 PD Day](#)*

[1/28/26 PD Day](#)*

[3/4/26 PD Day](#)*

[5/27/26 Half PD Day](#)*

[Atlas Action Plan](#)*

[Common Assessment Outcomes - Solution Tree](#)*

[Instructional Council Assessments Comparison](#)*

[Common Assessment Survey Secondary](#)*

[Curriculum Review Cycle 25-26](#)*

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](#)

[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](#)

[8/26/25 PD Day](#)*

[9/24/25 PD Day](#)*

[11/10/25 PD Day](#)*

[1/28/26 PD Day](#)*

[3/4/26 PD Day](#)*

[5/27/26 Half PD Day](#)*

[10/21/25 I C Agenda](#)*

[3/3/26 I C Agenda](#)*

[4/14/26 I C Agenda](#)*

[5/21/26 I C Agenda](#)*

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](#)

[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](#)

[8/26/25 PD Day*](#)

[9/24/25 PD Day*](#)

[11/10/25 PD Day*](#)

[1/28/26 PD Day*](#)

[3/4/26 PD Day*](#)

[5/27/26 Half PD Day*](#)

[25-26 IC Members and Schedule*](#)

[10/21/25 I C Agenda*](#)

[11/19/25 I C Agenda*](#)

[12/10/25 I C Agenda*](#)

[3/3/26 I C Agenda*](#)

[4/14/26 I C Agenda*](#)

[5/21/26 I C Agenda*](#)

[Mentor/Mentee Meetings 25-26*](#)

[Standards of Effective Practice*](#)

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](#)

[DESE Open Data Day*](#)

[DESE E2C Data Hub*](#)

[OA Building Training*](#)

Benchmarks

1. Revised LAP (annual basis).
[Literacy Action Plan 24-25](#)
[Literacy Action Plan 25-26*](#)
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](#)
[8/26/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[3/4/26 PD Day*](#)
[5/27/26 Half 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](#)
[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](#)

Benchmarks

1. Calendar of Portrait of the Graduate development events.
[POG Events 24-25](#)
[POG Events 25-26*](#)
2. Roster of the planning team.
[Team List](#)
[VOG Planning Team 25/26*](#)
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](#)
[TLC VOG Crosswalk*](#)
[Core Competencies and Attributes Feedback Survey*](#)
[Core Competencies and Attributes Feedback*](#)
[Staff Feedback Dates*](#)
[VOG Presentation for Joint 1/29/26*](#)
[Core Competencies Feedback Survey - Families*](#)
[Feedback Survey in Newsletter*](#)
[Website Notification*](#)
[Facebook Post for Feedback*](#)
[ORRconnect App Post*](#)
[April 2026 Community Stakeholder Meeting*](#)
4. Data sets for Portrait of the Graduate planning.
[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 - ORRHHS](#)
[Marion MCAS Presentation 25-26*](#)

[OpenSciEd Middle School](#)
[8/26/25 PD Day*](#)
[9/24/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[3/4/26 PD Day*](#)
[5/27/26 Half PD Day*](#)
[Math Implementation Support - Consultant*](#)
[Consultant Training Schedule*](#)
[Consultant Meeting Agenda*](#)
[Effective Math Practices*](#)
[Principles to Actions*](#)
[Card Sort Activity*](#)
[enVisions Best Practices*](#)
[enVisions PD Topics*](#)
[enVisions Family Support*](#)
[DESE Math Rubric*](#)
[Math Tool Selecting Programs*](#)
[Math Textbook Evaluation Tool*](#)
[Math General Evaluation Rubric*](#)
[Math Pilot Evaluation Form*](#)
[iReady Demo March 2026*](#)
[DLLT Meeting March 2026*](#)
[DLLT Meeting April 2026*](#)
[OpenSciEd in Grad 6*](#)
[OpenSciEd in Grade 5*](#)
[Student Solve OpenSciEd*](#)
[RMS MCAS Scores Recognition*](#)
[Common Assessment Outcomes - Solution Tree*](#)
[Instructional Council Assessments Comparison*](#)
[Common Assessment Survey Secondary*](#)
[iReady Pilot Interest*](#)

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](#)
[FY27 Budget Reports*](#)
[Vision2028*](#)

5. Professional Development Plan, agendas and survey feedback.

[PD Plan 2024-2025](#)
[8/27/24 PD Day](#)
[9/25/24 PD Day](#)

[Mattapoisett MCAS Presentation 25-26*](#)
[Rochester MCAS Presentation 25-26*](#)
[ORR MCAS Presentation 25-26*](#)
[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](#)
[Vision0228 Update Presentation \(Sept 2025\)*](#)
[VOG Presentation for Joint 1/29/26*](#)
[VOG Update in Newsletter*](#)

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

[VOG Final Draft June 2026*](#)

[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](#)
[8/26/25 PD Day*](#)
[9/24/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[3/4/26 PD Day*](#)
[5/27/26 Half PD Day*](#)
[PD Survey for Staff*](#)
[PD Survey for Families*](#)
[PD Email to Families*](#)
[PD Plan 2025-2026*](#)

6. Established data dashboard.

[OpenArchitect ORR Dashboard Homepage](#)
[Meetings with OpenArchitect](#)
[Data Dashboard Survey for Staff Email](#)
[Data Dashboard Survey](#)
[DESE Open Data Day*](#)
[DESE E2C Data Hub*](#)
[OA Building Training*](#)

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](#)
[Vision0228 Update Presentation \(Sept 2025\)*](#)
[Center and OHS SIP Update June 2026*](#)
[Rochester Memorial SIP Update June 2026*](#)
[Sippican SIP Update June 2026*](#)
[ORRJHS SIP Update June 2026*](#)
[ORRHS SIP Update June 2026*](#)
[Vision2028 Update Presentation \(June 2026\)*](#)

Resources <ul style="list-style-type: none"> ● Vision 2028 Strategic Plan ● School Improvement Plans ● DESE Learning Standards ● Literacy Action Plan ● Curriculum Review Cycle ● Common Assessments ● Student Data ● Professional Development Plan 	Resources <ul style="list-style-type: none"> ● 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 Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-E Shared Vision	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-D Continuous Learning, IV-E Shared Vision
Key Actions: <ol style="list-style-type: none"> 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 	Key Actions: <ol style="list-style-type: none"> 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

[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](#)
[BIRCh Strategic Framework Infographic*](#)
[Time-Out Regulation Changes*](#)
[BIRCh Center Report*](#)
[Section 504 Resources*](#)
[Section 504 Training*](#)
[MTSS Audit Planning*](#)
[Center Audit Report*](#)
[OHS Audit Report*](#)
[RMS Audit Report*](#)
[Sippican Audit Report*](#)
[JHS Audit Report*](#)
[HS Audit Report*](#)
[Center MTSS Academic Action Plan*](#)
[OHS MTSS Academic Action Plan*](#)
[RMS MTSS Academic Action Plan*](#)
[Sippican MTSS Academic Action Plan*](#)
[JHS MTSS Academic Action Plan*](#)
[HS MTSS Academic Action Plan*](#)

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](#)
[8/26/25 PD Day*](#)
[9/24/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[3/4/26 PD Day*](#)
[5/27/26 Half PD Day*](#)
[BIRCh Center Report*](#)
[MTSS Audit Planning*](#)
[Center Audit Report*](#)
[OHS Audit Report*](#)
[RMS Audit Report*](#)
[Sippican Audit Report*](#)
[JHS Audit Report*](#)
[HS Audit Report*](#)
[Center MTSS Academic Action Plan*](#)
[OHS MTSS Academic Action Plan*](#)
[RMS MTSS Academic Action Plan*](#)

[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](#)
[25/26 Learning Walk Schedule*](#)
[25/26 District-Wide Focus Indicators*](#)
[25/26 Center Focus Indicators*](#)
[25/26 OHS Focus Indicators*](#)
[25/26 RMS Focus Indicators*](#)
[25/26 Sippican Focus Indicators*](#)
[25/26 JHS Focus Indicators*](#)
[25/26 HS Focus Indicators*](#)
[Feedback Letter Template*](#)
[September 18, 2025 High School*](#)
[October 2, 2025 Old Hammondtown*](#)
[October 8, 2025 Sippican*](#)
[October 29, 2025 Junior High School*](#)
[November 5, 2025 Rochester Memorial*](#)
[November 25, 2025 Center*](#)
[December 16, 2025 Old Hammondtown*](#)
[January 14, 2026 Junior High School*](#)
[January 21, 2026 High School*](#)
[February 4, 2026 Sippican*](#)
[April 1, 2026 Center*](#)
[May 26, 2026 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](#)
[August 2025*](#)
[September 2025*](#)
[October 2025*](#)
[November 2025*](#)

[Sippican MTSS Academic Action Plan*](#)
[JHS MTSS Academic Action Plan*](#)
[HS MTSS Academic Action Plan*](#)

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](#)
[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](#)
[8/26/25 PD Day*](#)
[9/24/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[3/4/26 PD Day*](#)
[5/27/26 Half PD Day*](#)
[Character Strong Advisory Lesson 9/2025*](#)
[Character Strong Advisory Lesson 12/2025*](#)
[Character Strong Advisory Lesson 2/2026*](#)

[December 2025*](#)
[January 2026*](#)
[February 2026*](#)
[March 2026*](#)
[April 2026*](#)
[May 2026*](#)
[June 2026*](#)

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](#)
[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](#)
[MASS Summer Executive Institute 2025*](#)
[Supt's Roundtable 9/24/25*](#)
[Supt's Roundtable 10/22/25*](#)
[Supt's Roundtable 11/19/25*](#)
[Supt's Roundtable 12/10/25*](#)
[Supt's Roundtable 1/28/26*](#)
[Supt's Roundtable 3/4/26*](#)
[Supt's Roundtable 4/8/26*](#)
[Supt's Roundtable 5/20/26*](#)
[Supt's Roundtable 6/10/26*](#)
[M.A.R.S. Sessions*](#)
[Combatting Hate in Massachusetts Schools*](#)
[M.A.S.S. Superintendent Support Network*](#)
[M.S.S.N. Problem of Practice Template*](#)
[M.S.S.N. Good Conflict Starter Kit*](#)
[M.S.S.N. Reflection Tool*](#)
[M.S.S.N. Meeting Schedule*](#)
[MASC Lunch and Learn 9/12/25*](#)
[MASC Learning Lunch 1/9/26*](#)
[MASS Mid-Winter Meeting 1/22/26*](#)

[Character Strong Advisory Lesson 5/2026*](#)
[Character Strong Advisory Lesson 6/2026*](#)
[Fly Five at Morning Meeting*](#)
[TLC Agenda Fly Five*](#)
[OHS Fly Five Example*](#)
[Fly Five Action Plan*](#)

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 \(information\)](#)
[Mattapoisett SC Agenda March 2025 \(information\)](#)
[Rochester SC Agenda March 2025 \(information\)](#)
[ORR SC Agenda March 2025 \(information\)](#)
[Bullying Plan](#)
[Discipline Philosophy*](#)
5. Determine and promote a unified brand that embodies the spirit of the school-system and the school community with stakeholder feedback.
[Mascot Input Form-Students*](#)
[Mascot Input Form-Staff*](#)
[Mascot Form Results-Students*](#)
[Mascot Form Results-Staff*](#)
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](#)
[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](#)

[MASC Learning Lunch 1/23/26*](#)
[MASC Learning Lunch 2/27/26*](#)
[M.A.R.S. Sessions*](#)
[MASS Spring Meeting*](#)

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*](#)
[August 2025*](#)
[September 2025*](#)
[October 2025*](#)
[November 2025*](#)
[December 2025*](#)
[January 2026*](#)
[February 2026*](#)
[March 2026*](#)
[April 2026*](#)
[May 2026*](#)
[June 2026*](#)
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.
[June 2026*](#)
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](#)
[TLC Agenda*](#)
[Final Communication Plan*](#)
[Final Plan on Website*](#)
[Supt's Newsletter Sharing Plan*](#)
[Facebook Post Sharing Plan*](#)
[Website Post Sharing Plan*](#)

<p>Alice Training Preparation</p> <p>US Attorney's Office Internet Safety Webinar Email</p> <p>US Attorney's Office Internet Safety Webinar Flyer</p> <p><i>Student Privacy Training Attended by Tech Specialist:</i></p> <p>Kickoff Session</p> <p>Legal Landscape</p> <p>Ed Records</p> <p>School Official</p> <p>FERPA Part 1</p> <p>FERPA Part 2</p> <p>Getting Buy-in</p> <p>Instructional Leadership</p> <p>Teachers</p> <p>Emerging Tech</p> <p>Privacy and Security</p> <p>MARC Training Participants*</p> <p>ALICE Professional Development*</p> <p>Internet Safety Presentation Email*</p> <p>Internet Safety Presentation Flyer*</p> <p>HS and JHS Assembly - Hate & Bias in Athletics*</p> <p>August Staff Tech Tip*</p> <p>September Staff Tech Tip*</p> <p>October Staff Tech Tip*</p> <p>November Staff Tech Tip*</p> <p>December Staff Tech Tip*</p> <p>January Staff Tech Tip*</p> <p>February Staff Tech Tip*</p> <p>March Staff Tech Tip*</p> <p>April Staff Tech Tip*</p> <p>May Staff Tech Tip*</p> <p>June Staff Tech Tip*</p> <p>TEC Student Data Privacy Alliance*</p> <p>TEC Student Data Newsletter Information*</p> <p>CyberSense Presentation at RMS*</p> <p>CyberSense at RMS Continued*</p> <p>CyberSense at JHS*</p> <p>CPI Training for Staff*</p> <p>ORRHS School Safety Exercise*</p> <p>US Attorney's Office Internet Safety Webinar*</p> <p>Bus Safety Training*</p> <p>JHS Bullying Education Presentation*</p> <p>Back-to-School Bus and Bicycle Safety*</p> <p>Artificial Intelligence Policy Revisions*</p> <p>School Safety Update in Newsletter*</p> <p>New Bulletin in Newsletter from PD*</p> <p>TLC Agenda Alice*</p> <p>HS Alice Drill*</p>	
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<p>JHS Alice Drill*</p> <p>US Attorney's Office Internet Safety on Facebook*</p> <p>US Attorney's Office Internet Safety on Website*</p>	
<p>Benchmarks</p> <p>1. System of supports needs assessment and data.</p> <p>BIRCh Center Contract</p> <p>BIRCh Center Schedule</p> <p>Areas of Focus</p> <p>BIRCh Tools:</p> <p>MTSS Self-Assessment: DESE</p> <p>Safe and Supportive Schools (SaSS) Framework & Self-Reflection Tool</p> <p>MTSS Sustainability Checklist</p> <p>Crosswalk of Assessments and Areas of Focus</p> <p>DSFI- PBIS District Systems Fidelity Inventory</p> <p>9/25/24 PD</p> <p>1/29/25 PD</p> <p>3/5/25 PD</p> <p>5/28/25 PD</p> <p>8/26/25 PD Day*</p> <p>9/24/25 PD Day*</p> <p>11/10/25 PD Day*</p> <p>1/28/26 PD Day*</p> <p>3/4/26 PD Day*</p> <p>BIRCh Strategic Framework Infographic*</p> <p>Time-Out Regulation Changes*</p> <p>TLC Agenda MTSS*</p> <p>BIRCh Center Report*</p> <p>Section 504 Resources*</p> <p>Section 504 Training*</p> <p>MTSS Audit Planning*</p> <p>Center Audit Report*</p> <p>OHS Audit Report*</p> <p>RMS Audit Report*</p> <p>Sippican Audit Report*</p> <p>JHS Audit Report*</p> <p>HS Audit Report*</p> <p>Center MTSS Academic Action Plan*</p> <p>OHS MTSS Academic Action Plan*</p> <p>RMS MTSS Academic Action Plan*</p> <p>Sippican MTSS Academic Action Plan*</p> <p>JHS MTSS Academic Action Plan*</p> <p>HS MTSS Academic Action Plan*</p>	<p>Benchmarks</p> <p>1. Learning walk(s) schedules and documentation.</p> <p>24/25 Learning Walk Schedule</p> <p>24/25 Focus Indicators</p> <p>Implementation Guide</p> <p>Feedback Letter Template</p> <p>Teacher Rubric</p> <p>September 16, 2024 Sippican</p> <p>October 24, 2024 Center</p> <p>November 13, 2024 High School</p> <p>November 18, 2024 Junior High School</p> <p>November 21, 2024 Old Hammondtown</p> <p>December 16, 2024 Rochester Memorial</p> <p>January 7, 2025 Old Hammondtown</p> <p>January 30, 2025 Junior High School</p> <p>February 4, 2025 High School</p> <p>February 11, 2024 Center</p> <p>March 12, 2025 Sippican</p> <p>March 25, 2025 Rochester Memorial</p> <p>25/26 Learning Walk Schedule*</p> <p>25/26 District-Wide Focus Indicators*</p> <p>25/26 Center Focus Indicators*</p> <p>25/26 OHS Focus Indicators*</p> <p>25/26 RMS Focus Indicators*</p> <p>25/26 Sippican Focus Indicators*</p> <p>25/26 JHS Focus Indicators*</p> <p>25/26 HS Focus Indicators*</p> <p>Feedback Letter Template*</p> <p>September 18, 2025 High School*</p> <p>October 2, 2025 Old Hammondtown*</p> <p>October 8, 2025 Sippican*</p> <p>October 29, 2025 Junior High School*</p> <p>November 5, 2025 Rochester Memorial*</p> <p>November 25, 2025 Center*</p> <p>December 16, 2025 Old Hammondtown*</p> <p>January 14, 2026 Junior High School*</p> <p>January 21, 2026 High School*</p> <p>February 4, 2026 Sippican*</p> <p>April 1, 2026 Center*</p> <p>May 26, 2026 Rochester Memorial*</p>

2. Implemented social emotional programming at all schools.

[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](#)
[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](#)
[8/26/25 PD Day*](#)
[9/24/25 PD Day*](#)
[11/10/25 PD Day*](#)
[1/28/26 PD Day*](#)
[3/4/26 PD Day*](#)
[5/27/26 Half PD Day*](#)
[Character Strong Advisory Lesson 9/2025*](#)
[Character Strong Advisory Lesson 12/2025*](#)
[Character Strong Advisory Lesson 2/2026*](#)
[Character Strong Advisory Lesson 5/2026*](#)
[Character Strong Advisory Lesson 6/2026*](#)
[Fly Five at Morning Meeting*](#)
[TLC Agenda Fly Five*](#)
[OHS Fly Five Example*](#)
[Fly Five Action Plan*](#)

2. School visit logs.

[September 2024](#)
[October 2024](#)
[November 2024](#)
[December 2024](#)
[January 2025](#)
[February 2025](#)
[March 2025](#)
[April 2025](#)
[May 2025](#)
[June 2025](#)
[August 2025*](#)
[September 2025*](#)
[October 2025*](#)
[November 2025*](#)
[December 2025*](#)
[January 2026*](#)
[February 2026*](#)
[March 2026*](#)
[April 2026*](#)
[May 2026*](#)
[June 2026*](#)

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](#)
[MASS Summer Executive Institute 2025*](#)
[Supt's Roundtable 9/24/25*](#)
[Supt's Roundtable 10/22/25*](#)
[Supt's Roundtable 11/19/25*](#)
[Supt's Roundtable 12/10/25*](#)
[Supt's Roundtable 1/28/26*](#)

<p>3. School Discipline Philosophy. Draft Discipline Philosophy Bullying Plan Discipline Philosophy*</p> <p>4. School Discipline data and tracking platform. OpenArchitect ORR Dashboard Homepage</p> <p>5. School-wide unified brand. Mascot Input Form-Students* Mascot Input Form-Staff* Mascot Form Results-Students* Mascot Form Results-Staff*</p> <p>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 8/26/25 PD Day* 9/24/25 PD Day* 11/10/25 PD Day* 1/28/26 PD Day* 3/4/26 PD Day* MARC Training Participants* ALICE Professional Development* Internet Safety Presentation Email* Internet Safety Presentation Flyer* HS and JHS Assembly - Hate & Bias in Athletics* August Staff Tech Tip* September Staff Tech Tip* October Staff Tech Tip* November Staff Tech Tip* December Staff Tech Tip* January Staff Tech Tip* February Staff Tech Tip* March Staff Tech Tip* April Staff Tech Tip* May Staff Tech Tip* June Staff Tech Tip* TEC Student Data Privacy Alliance* TEC Student Data Newsletter Information* CyberSense Presentation at RMS* CyberSense at RMS Continued* CyberSense at JHS* CPI Training for Staff*</p>	<p> Supt's Roundtable 3/4/26* Supt's Roundtable 4/8/26* Supt's Roundtable 5/20/26* Supt's Roundtable 6/10/26* M.A.R.S. Sessions* Combatting Hate in Massachusetts Schools* M.A.S.S. Superintendent Support Network* M.S.S.N. Problem of Practice Template* M.S.S.N. Good Conflict Starter Kit* M.S.S.N. Reflection Tool* MASC Lunch and Learn 9/12/25* MASC Learning Lunch 1/9/26* MASS Mid-Winter Meeting 1/22/26* MASC Learning Lunch 1/23/26* MASC Learning Lunch 2/27/26* M.A.R.S. Sessions* MASS Spring Meeting*</p> <p>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 June 2025* August 2025* September 2025* October 2025* November 2025* December 2025* January 2026* February 2026* March 2026* April 2026* May 2026* June 2026*</p> <p>5. Survey Results. June 2026*</p> <p>6. Written Communication Plan. Draft Communication Plan Final Communication Plan*</p>
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ORRHS School Safety Exercise* US Attorney's Office Internet Safety Webinar* Bus Safety Training* JHS Bullying Education Presentation* Back-to-School Bus and Bicycle Safety* Artificial Intelligence Policy Revisions* School Safety Update in Newsletter* New Bulletin in Newsletter from PD* TLC Agenda Alice* HS Alice Drill* JHS Alice Drill* US Attorney's Office Internet Safety on Facebook* US Attorney's Office Internet Safety on Website*	Final Plan on Website* Supt's Newsletter Sharing Plan* Facebook Post Sharing Plan*
Resources <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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



26/27

Professional Development Plan

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching and Learning

June 9, 2026

Old Rochester Regional School District
MA Superintendency Union # 55

2025/2026 Professional Development Plan

Date/Title	Topics
August 26, 2025 Full Day PD	Support Systems: District-wide: Executive Functioning Training with Sarah Ward (PreK-12) Teaching and Learning Elementary: New Curriculum Implementation (Envisions Math, OSE, Literacy, Investigating History-IH) Teaching and Learning Secondary: Understanding by Design (UbD)/Universal Design for Learning (UDL) (District-Wide)
September 24, 2025 Half PD Day	Teaching and Learning Elementary: New Curriculum Planning (Envisions Math, OSE, Literacy, IH) Teaching and Learning, Support Systems Secondary: Common Assessment development using UbD/UDL (District-Wide)
November 10, 2025 Full Day PD	Support Systems; Climate and Culture Elementary and ORRJHS: SEL Teaching and Learning, Support Systems Secondary: Executive Functioning by department, Common Assessment development using UbD/UDL (District-Wide)
January 28, 2026 Half Day PD	Teaching and Learning Elementary: New Curriculum Planning (Envisions Math, OSE, Literacy, IH) Teaching and Learning, Support Systems Secondary: Common Assessment development using UbD/UDL (Building Based)
March 4, 2026 Half Day PD	Teaching and Learning, Support Systems, Climate and Culture: Portrait of the Graduate vertical alignment (Building Based)
May 27, 2026 Half Day PD	Placement and Transitions (Building Based)



Old Rochester Regional School District
MA Superintendency Union # 55



Additional 2025/2026 Professional Development

- Sarah Ward - Executive Functioning Skills and Strategies Seminar
- Envisions Math and Elementary School
- Common Assessment Training with Solution Tree
- Fly Five (Responsive Classroom)
- Equity Sub-Committee
- Math Modeling with Sue Looney
- Instructional Council
- Learning Walks
- Mentor Program
- New Teacher Orientation
- Art of Education
- Project 351 Playbook Initiative
- Investigating History
- ALICE Training
- Vision of the Graduate (VOG)



How the 2026/2027 PD Plan Was Developed?

- Instructional Council Team Collaboration
 - *Instructional Council Professional Development Subcommittee*
 - [Professional Development Planning Process](#)
- Educator Survey Feedback
- Parent/Guardian Survey Feedback
- Administrator Feedback
- Vision 2028 Strategic Plan
- Review of 2025/2026 Professional Development

Old Rochester Regional School District
Massachusetts School Superintendency Union #55



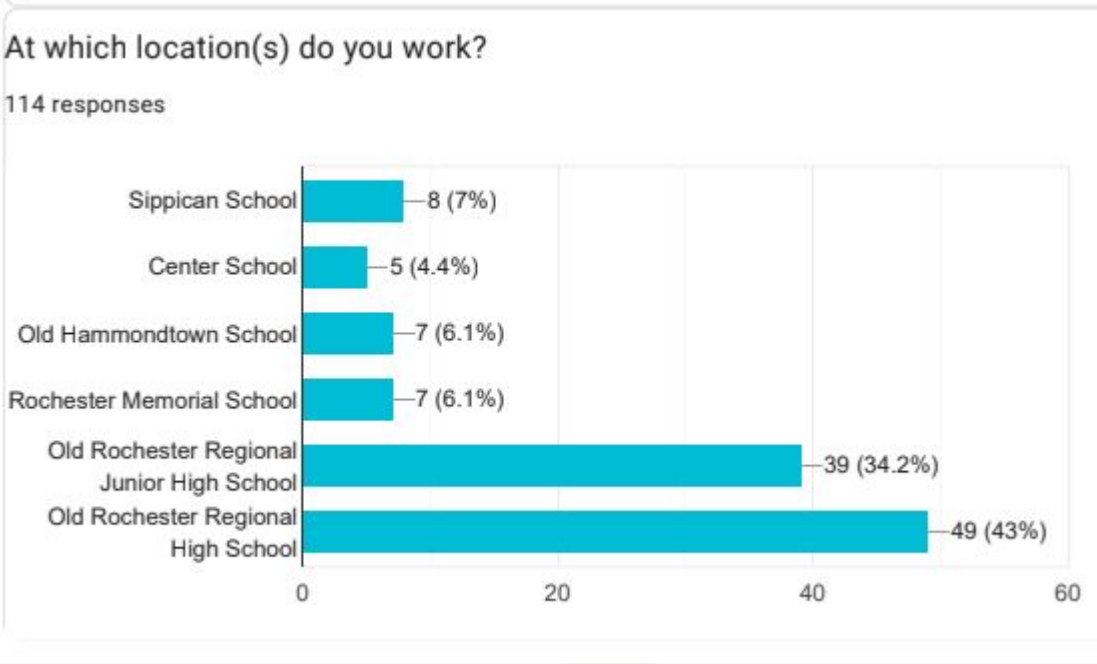
26/27 Professional Development
Planning Process Plan

"Inspire all students to think, to learn, and to care."

Special thank you to:

- Instructional Council
- Instructional Council Professional Development Subcommittee

Educator Responses to the 2026 Professional Development Needs Assessment Survey



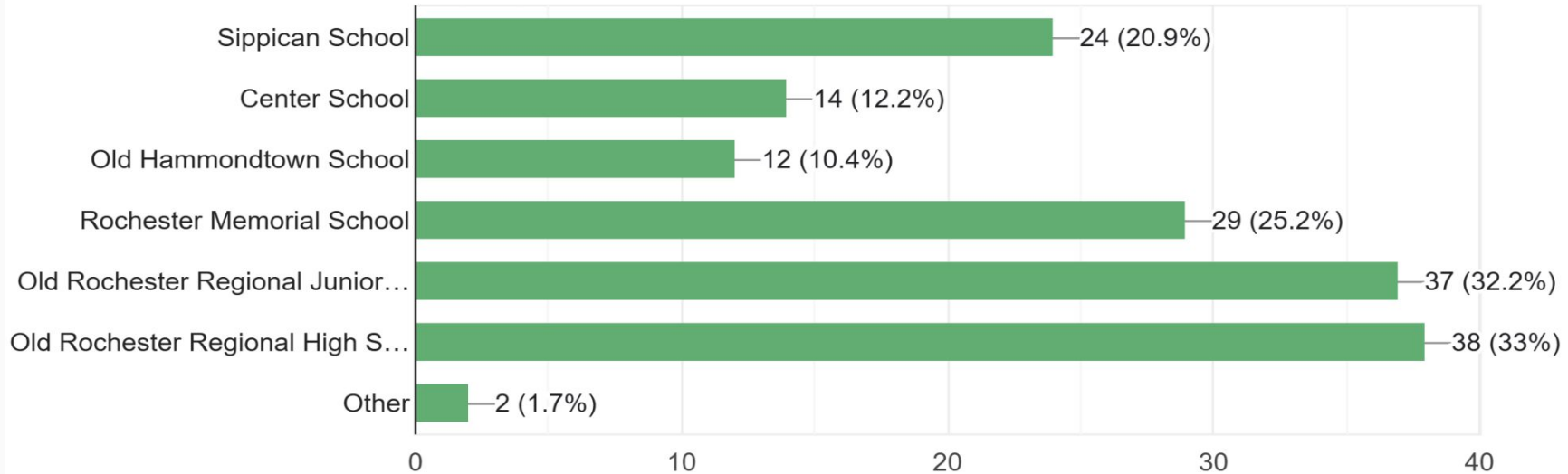
Top Professional Development Priorities - Educators

	Educators Topic (Votes)
Priority One	Content Area Pedagogy and Strategies
Priority Two	Common Assessment Alignments
Priority Three	Technology Integration

Parent/Guardian Responses to the Professional Development Survey

Which school(s) does your student(s) attend? Select all that apply.

115 responses



Parent/Guardian Priorities by Topic

Priority	Topic
Priority One	Teaching Strategies
Priority Two	Teaching Strategies
Priority Three	Technology Integration

2026/2027 Draft Professional Development Plan

Date	Elementary (ES)	JrHS	High School (HS)
Sept 1 Full Day 8-2:30	<p>Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i></p> <p>AI Instruction (2 hrs) * <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i></p> <p>TBD: (1.5 hrs)- Curriculum Based*</p> <ul style="list-style-type: none"> • Math Scope and Sequence, math assessment plan • ELA Assessments • mClass Math/IXL ELA & Math <p><i>(Supports 1.4 / 3.3: common assessments and data-informed systems of support)</i></p> <p>Preschool: Math or Literacy</p>	<p>Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i></p> <p>AI Instruction (2 hrs)* <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i></p> <p>Departmental Curriculum Work: Education Plan Review (1.5 hrs)</p> <p><i>(Supports 1.4 / 3.3 / 3.5: data use for intervention and student transitions)</i></p>	<p>Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i></p> <p>AI Instruction (2 hrs)* <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i></p> <p>Departmental Curriculum Work: Education Plan Review (1.5 hrs)</p> <p><i>(Supports 2.2 / 1.3 / 1.5: curriculum leadership and system coherence)</i></p>
Sept 23: Half Day	<p>Writing (2 hrs) - All educators (including paraprofessionals, specialists, SPED)*</p> <p><i>(Supports 1.2 / 1.5 / 2.3: Literacy Action Plan and writing instruction)</i></p>	<p>MTSS/UDL Lesson Design (2 hrs)*</p> <p><i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i></p>	<p>MTSS/UDL Lesson Design (2 hrs) *</p> <p><i>(Supports 2.3 / 3.2 / 4.1)</i></p>

2026/2027 Draft Professional Development Plan

Oct 9: Half Day	<p>MCAS/DIBELS/IXL/OA -All educators (including paraprofessionals, specialists, SPED)</p> <ul style="list-style-type: none"> Data Analysis and small group prep and resources (2 hrs) <p><i>(Supports 1.4 / 3.4 / 3.3: assessment systems and intervention planning)</i></p>	<p>MCAS/IXL/OA Data Analysis (2 hrs) -All educators (including paraprofessionals, specialists, SPED)</p> <ul style="list-style-type: none"> Data Analysis and small group prep and resources (2 hrs) <p><i>(Supports 1.4 / 3.4 / 3.3)</i></p>	<p>1) MCAS Data Analysis and small group prep and resources; review of questions related to the framework (1 hr) *</p> <p>2) Common Assessment Development for Midterms (add to 2025-2026)*</p> <p><i>(Supports 2.2 / 1.3 / 4.2: curriculum leadership and school coherence)</i></p>
Nov 3 Full Day 8-2:30	<p>Writing (2 hrs) (Supports 1.2 / 1.5 / 2.5: Literacy Action Plan implementation)</p> <p>Sarah Ward (2 hrs) (Supports 2.3 / 3.2 / 4.1)</p> <p>Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs)</p> <ul style="list-style-type: none"> TWR Planning (45 minutes) Sarah Ward lesson planning (45 minutes) <p>OR</p> <p>DayofAI for student instruction (grade 6)</p> <p>Submit lessons in a shared folder</p> <p><i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i></p>	<p>Sarah Ward (2 hrs) (Supports 2.3 / 3.2 / 4.1)</p> <p>DayofAI for student instruction (2 hrs) (Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</p> <p>Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs)</p> <ul style="list-style-type: none"> Sarah Ward lesson planning (45 minutes) AI Practice Planning (45 minutes) <p>Submit lessons in a shared folder</p> <p><i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i></p>	<p>Sarah Ward (2 hrs) (Supports 2.3 / 3.2 / 4.1)</p> <p>DayofAI for student instruction (2 hrs) (Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</p> <p>Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs)</p> <ul style="list-style-type: none"> Sarah Ward lesson planning (45 minutes) AI Practice Planning (45 minutes) <p>Submit lessons in a shared folder</p> <p><i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i></p>
Jan 27: Half Day	<p>Student Writing Prompt and Rubric</p> <ul style="list-style-type: none"> Create a prompt and rubrics for writing samples (TWR) to bring student work to share at March 17 half PD day 	<p>MTSS/UDL Lesson Design (2 hr)</p>	<p>Common Assessment Midterm Analysis Review (1 hr)*</p> <p>MTSS/UDL Lesson Design (1 hr)*</p>

2026/2027 Draft Professional Development Plan

	<i>(Supports 1.2 / 2.5 implementation of LAP and ongoing PD)</i>	<i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	<i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>
March 17: Half Day	<p>Vision of the Graduate Vertical Alignment (1/2 hr)</p> <ul style="list-style-type: none"> • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> <p>TWR collaboratively grade student writing samples by grade level w/rubric (1.5 hrs) <i>(Supports 1.2 / 2.5 implementation of LAP and ongoing PD)</i></p> <p>Paraprofessional MCAS Training*</p>	<p>Vision of the Graduate Vertical Alignment (1/2 hr)</p> <ul style="list-style-type: none"> • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> <p>MTSS/UDL Lesson Design (1.5 hrs) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i></p>	<p>Vision of the Graduate Vertical Alignment (1/2 hr)</p> <ul style="list-style-type: none"> • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> <p>MTSS/UDL Lesson Design (1.5 hrs) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i></p>
May 26: Half Day	<p>Transition and Placement Planning (2 hrs)</p> <p><i>(Supports 3.5 / 4.1 / 4.4: student transitions, climate, and engagement)</i></p>	<p>Transition and Placement Planning (2 hrs)</p> <p><i>(Supports 3.5 / 4.1 / 4.4: student transitions, climate, and engagement)</i></p>	<p>1. Common Assessments for Finals (1 hr)</p> <p>2. MTSS/UDL Lesson Design (1 hr)</p> <p><i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i></p>



Questions?

SELF-ADMINISTRATION AND SELF-CARRY OF MEDICATIONS

The school nurse may permit self-carry and self-administration of medication by a student provided that the following requirements are met:

1. the student, school nurse and caregiver, where appropriate, enter into an agreement which specifies the conditions under which medication may be self-administered, which may include the conditions under which a student may self-carry medication for the purpose of administration by another, or whether the medication being self-administered is being taken or applied by the student themselves or with an FDA-approved medical device;
2. the school nurse, as appropriate, develops a medication administration plan pursuant to 105 CMR 210.005(E) which contains only those elements necessary to ensure safe self-administration of medication;
3. the school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate. As necessary, the school nurse shall observe initial self-administration of the medication;
4. the school nurse is reasonably assured that the student is able to identify the appropriate-medication, knows the frequency and time of day for which the medication is ordered, and follows the school self-administration protocols;
5. there is written authorization from the student's caregiver that the student may self-administer medication, unless the student has consented to treatment under M.G.L. c. 112, § 12F or other authority permitting the student to consent to medical treatment without caregiver permission;
6. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
7. the school nurse establishes a plan for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and caregiver, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This may include self-carry of the medication and this information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;
8. the school nurse develops and implements a plan to monitor the student's self-administration, based on the student's abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, and notifying the caregiver or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication;
9. with caregiver and student permission, if required by law, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering and/or self-carrying a medication.

EFD - SCHOOL NUTRITION CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of the meal programs and minimizing any impact on students with charges for a la carte purchases.

The District provides universal free meals to all students, offering (one free meal per meal service period). However, unpaid charges for additional meals, or a la carte items place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal and state reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

Charges and Balances

Each student will be allowed to take one regular meal per meal service period. Students will pay for additional meals and a la carte items at the regular rate approved by the School Committee. Student Accounts will be maintained by the District Food and Nutrition Program as prescribed by the District and delineated in the Student Handbook. The parents/guardians is responsible for any charges incurred beyond the free meals provided. If there is a financial hardship, parents/guardians should contact the Food Service Director directly to discuss payment options such as an individualized repayment plan.

Payments

Payments for additional food purchases beyond the regular meal will be made to the District Food and Nutrition Program. Parents/guardians will be notified of account balances or deficits at regular intervals as prescribed by the District. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have concerns with student purchases they should contact the Food Services Director for assistance.

Parents/guardians may pay in advance for anticipated purchases beyond the free meal allowed during each meal service period. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without a positive balance in their account on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the Food Service Director. The point of sale system is designed to prevent direct identification of a student's account status. Parents/guardians will receive automated low-balance notices. If notices do not result in payment, parents/guardians will receive a phone call from the Food Service Director. If the phone call does not result in payment, the Food Service Director shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted, within 30 days of withdrawal/graduation. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

~~Failure to maintain up to date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation-related activities.~~ Any delinquent accounts will be reported to the building principal and handed over to the business office for collections.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017, Chapter 28 of the Acts of 2003

CROSS REFS: [JQ](#), Student Fees, Fines & Charges

[EFE](#), Civil Rights Complain Policy for Child Nutrition Programs

SOURCE: MASC Updated 2023

Approved by the Joint School Committee January 29, 2024.

ACCESS TO BUILDINGS AND GROUNDS

The buildings and grounds of the _____ Public 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 _____ Public 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 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 **and to personnel whose work requires it**. 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 – Updated 2026

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

SOURCE: MASC Updated 2026

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 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 school committee shall establish a parent advisory council on special education (SEPAC). Membership shall be offered to all parents of children with disabilities and other interested parties.

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.”

The SEPAC shall independently establish by-laws regarding officers and operational procedures and in the course of its duties, shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

If a district does not have an established SEPAC, the School Committee, in conjunction with the district, shall solicit volunteers to form a which shall then work independently to create bylaws following the guidance put forth by DESE as modified with respect to Paragraph B. (application of the Open Meeting Law) by the MA Attorney General: Mass. Op. Att’y Gen. OML 2021-150

<https://fcsn.org/wp-content/uploads/2022/05/OML-2021-150-Special-Education-Parent-Advisory-Council.pdf>

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

English Learner Parent Advisory Councils (ELPACs) and Multilanguage Learner Parent Advisory Councils (MLPACs)

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.”

ELPAC and MLPAC duties include (but are not limited to):

- Providing advice to the district or school regarding its English Learner Education programs;
- Meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for ELs;
- Participating in the review of school improvement plans and district improvement plans as the plans related to ELs; and
- Reviewing proposals by the school district to offer a new instructional program for ELs.

All parents and guardians of English learners who volunteer to participate in the ELPAC or MLPAC shall be appointed to the council by the superintendent or the superintendent's designee. The school district may recruit volunteer parents and guardians of English learners to participate in the ELPAC or MLPAC.

The ELPAC or MLPAC shall establish by-laws regarding officers and operational procedures which may address leadership roles and responsibilities including the process for selection of officers, the frequency of meetings, the process for amending the by-laws and, if desired, guidelines for attendance and participation of non-members. The school district shall, without charge, and upon reasonable notice and consistent with the availability of staff and resources, assist the ELPAC or MLPAC in carrying out its duties.

School districts and schools that are required to establish ELPACs or MLPACs must annually notify parents of ELs in writing of the opportunity to participate in the ELPAC or MLPAC. Districts should provide notification to parents in a language they can understand.

LEGAL REFS: [MGL Ch 71B, Sec. 3](#)
 [603 CMR 28.04](#)
 [603 CMR 28.07 \(4\)](#)
 [603 CMR 28.03 \(1\) \(a\) \(4\)](#)
 [MGL Ch. 71A, Sec 6A](#)
 [603 CMR 14.09](#)
 [Mass. Op. Att'y Gen. OML 2021-150](#)

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

SOURCE: MASC Updated 2026

File: JKAA (existing)

JKAA - PREVENTION AND CRITERIA FOR USE OF PHYSICAL RESTRAINT, SECLUSION AND TIME-OUT OF STUDENTS

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 (hereinafter “The District”) complies with the Massachusetts Department of Elementary and Secondary Education’s (hereinafter “MA DESE”) regulations governing the use of physical restraint, seclusion and time-out, which can be found at 603 CMR 46.00 et seq. (hereinafter “the Regulations”). According to their terms, the Regulations apply at school and also at school-sponsored events and activities, whether or not on school property. Additional information, including a copy of the Regulations, may be obtained from the Student Services Office or at <https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>.

PURPOSE. The purpose of this policy is to ensure that every student attending the District is free from the use of physical restraint, seclusion or time-out that is inconsistent with the Regulations.

Consistent with the Regulations, nothing in this policy shall preclude a teacher, employee, or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm or to implement school-based discipline (such as in school suspension) in accordance with due process and state laws/regulations. In addition, nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS. (603 CMR 46.02)

Mechanical Restraint: the use of any physical device or equipment to restrict a student’s freedom of movement.

- Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, which have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior.

- Medication prescribed by a licensed physician and authorized by the parent/guardian for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student’s freedom of movement.

The following are not physical restraints:

- Brief physical contact to promote student safety.
- Providing physical guidance or prompting when teaching a skill;
- Redirecting attention
- Providing comfort
- Physical escort (as defined above)

Principal: the instructional leader of a public education school program or designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position. The District does not use prone restraints.

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave.

The following are not seclusion:

- A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;
- Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- Time-out as a behavioral support strategy (as defined below)

Time-Out: a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

PHYSICAL RESTRAINT PROCEDURES

Use of Restraint (603 CMR 46.03)

Physical restraint is an emergency procedure of last resort and shall be prohibited in public education programs, including all the District programs, **except when**:

- a. the student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others; and
- b. the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. School personnel shall use physical restraint to prevent or minimize any harm to the student. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05.

Prohibitions

Physical restraint shall not be used:

- a. as a means of discipline or punishment;
- b. when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, cardiac conditions, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- c. as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

- d. as a standard response for any individual student. No written individual behavior plan or Individualized Education Program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is only an emergency procedure of last resort.

Prone restraints as defined by state regulations are not used in Old Rochester Regional School District programs.

Mechanical restraint, medication restraint, prone restraint, seclusion (unless permitted under the conditions described below) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited in the Old Rochester Regional School District.

Proper Administration of Physical Restraint

Only the District personnel who have received training pursuant to the 603 CMR 46.04(2) or 603 CMR 46.04(3) (i.e., Required annual training for all staff or In-depth staff training, respectively) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. As stated explicitly in the Regulations, however, the training requirements contained in 603 CMR 46.00 - and described in this policy - shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm, as well as the safest method available and appropriate to the situation, subject to the safety requirements in the Regulations. In terms of duration of restraint, all physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Additional safety requirements for the use of physical restraint include:

- a. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- b. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress, including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- c. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Principal. The approval shall be based upon the student's continued agitation during the restraint, justifying the need for continued restraint.
- d. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- e. After the release of a student from a restraint, program staff shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Staff Training

All school staff must receive annual training regarding the District's Prevention and Criteria for Use of Physical Restraint, Seclusion and Time-Out of Students when restraint is used. Staff training must occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. The schools should maintain documentation of the training.

Training shall include:

- Information on the role of the student, family, and staff in preventing restraint;
- The District's Prevention and Criteria for Use of Physical Restraint, Seclusion and Time-Out of Students and procedures, including the use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation techniques and other alternatives to restraint in emergency circumstances;
- Types of permitted physical restraints and related safety considerations, including information about the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training in the use of physical restraint and who may serve as school-wide resources to assist in ensuring proper administration of physical restraint and implementation of the Regulations.

EMERGENCY SECLUSION PROCEDURES

Use of Seclusion (603 CMR 46.07(2))

Seclusion shall not be used in a public education program except in an emergency situation as a last resort on an individual student basis, where a student's behavior poses an imminent threat of assault, or imminent serious physical harm to self or others.

Prohibitions

Seclusion may not be used in an emergency situation unless all of the following conditions are met:

- a. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- b. The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
- c. Other forms of intervention have failed to ensure the safety of the student and/or others;
- d. There are no medical contraindications, as documented by a licensed physician;
- e. There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- f. The program has obtained consent from the student's parent/guardian and, if appropriate, the student, to use seclusion in an emergency situation and such use has been approved in writing by the Principal;
- g. Any individual using seclusion has received training about alternative behavior interventions and management techniques; and

- h. The program has documented compliance with (a) and (d) through (g) above in advance of the use of seclusion and maintains the documentation.

Proper Administration of Emergency Seclusion

At all times during the emergency use of seclusion, a staff member must continuously and actively monitor and observe the student who must be observable in all parts of the room or area being used. The staff member must be immediately available to the student and continue to use de-escalation and calming strategies with the student, unless it is unsafe or counterproductive for the purpose of calming the student.

The emergency use of seclusion must cease as soon as the student's behavior no longer poses a threat of assault or immediate serious physical harm to the student or others, or if the student is observed to be in severe distress such as having difficulty breathing.

No written individual behavior plan or Individualized Education Program (IEP) may include use of seclusion as a standard response to any behavior.

The Principal's approval must be obtained if the emergency seclusion is used for a period longer than 30 minutes.

Any program of the Old Rochester Regional School District that uses the emergency intervention of seclusion, consistent with the requirements above, must examine and adopt alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the Regulations (Regulations effective date is August 17, 2026).

REPORTING REQUIREMENTS FOR RESTRAINT AND EMERGENCY SECLUSION

Staff must report the use of **any** physical restraint or emergency seclusion as specified in the Regulations.

Reporting to Principal: The staff member who administered the restraint or emergency seclusion shall verbally inform the principal of the restraint or emergency seclusion as soon as possible and by written report no later than the next school working day. If the principal administered the restraint or emergency seclusion, the principal shall prepare the written report and submit it to the individual or team that the superintendent designates for review. The principal shall maintain an ongoing record of all reported instances of physical restraint and emergency seclusion of the individual student, which shall be made available for review by the individual student's parent/guardian or MA DESE upon request.

- **Maintain Ongoing Record:** The principal also shall maintain an ongoing record of all reported instances of physical restraint and emergency seclusion data regarding all students (the "Physical Restraint Log" and "Seclusion Log").
- **Weekly Review:** The principal shall conduct **a weekly review** of the Physical Restraint Log and Seclusion Log to identify students who have been restrained and/or emergency secluded multiple times during the week.
 - If such students are identified, the principal shall convene one or more review teams, as the principal deems appropriate, to assess each student's progress and needs. If the principal directly participated in a restraint or emergency seclusion, a duly qualified person designated by the superintendent shall lead the review team's discussion.

- The review team's assessment shall include at least the following:
 - review and discussion of the written reports submitted in accordance with the Regulations and any comments the student and parent/guardian provided about the reports and the use of the restraints or emergency seclusion;
 - an analysis of the circumstances leading up to each restraint or emergency seclusion, including factors such as time of day, day of the week, antecedent events, and individuals involved;
 - consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint or emergency seclusion, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint or emergency seclusion in the future; and agreement on a written plan of action by the program.
- The principal shall ensure that a record of each individual student review team is maintained and made available for review by MA DESE or the parent/guardian, upon request.
- **Monthly Review:** The principal shall conduct a monthly review of the Physical Restraint Log and Seclusion Log. This review shall consider patterns of use of restraints and emergency seclusion by similarities in the time of day, day of week, or individuals involved; the number and duration of restraints and emergency seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint or emergency seclusion. The principal shall determine whether it is necessary or appropriate to modify the school district's policy, conduct additional training on restraint or emergency seclusion reduction/prevention strategies (e.g., positive behavioral interventions and supports) or take such other appropriate action necessary or appropriate to reduce or eliminate restraints or emergency seclusion.

Reporting to Parent/guardians: The principal shall make reasonable efforts to inform the student's parent/guardian of the restraint or emergency seclusion within 24 hours of the event and shall notify the student's parent/guardian by written report sent within three school working days of the restraint or emergency seclusion either to an email address provided by the parent/guardian for communication about the student or by regular mail postmarked no later than three school working days of the restraint or emergency seclusion. The written report must contain the information set forth in 603 CMR 46.06(4). The principal must ensure that the written restraint or emergency seclusion report provided to the student's parent/guardian is provided to the parent/guardian in the language in which report cards and other necessary school-related information are customarily provided to the parent/guardian. The principal shall provide the student and the parent/guardian an opportunity to comment orally and in writing on the use of the restraint or emergency seclusion and on information in the written report.

Reporting to MA DESE: When a physical restraint or emergency seclusion has resulted in an injury to either a student or staff member, the Old Rochester Regional School District shall send a copy of the written report (or electronic version if approved by MA DESE) of that restraint or emergency seclusion to MA DESE no later than three (3) school working days of the administration of the restraint or emergency seclusion, along with a copy of Physical Restraint Log and Seclusion Log, if any, for the 30-day period prior to the reported restraint or emergency seclusion.

Additionally, the Old Rochester Regional School District must collect and annually report data to the MA DESE regarding the use of physical restraints and emergency seclusion. Old Rochester Regional School District shall report the data in the manner and form the MA DESE directs.

TIME-OUT PROCEDURES

Use of Time-out (603 CMR 46.02, 46.04(1)(j))

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

If a program uses time-out as a behavioral support strategy, the program must have a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation. Time out strategies and usage shall be used in accordance with DESE guidance and regulations. Each school that utilizes time out as a behavioral strategy will have written procedures consistent with state laws and regulations.

SAFEGUARDS FOR AREAS USED FOR TIME-OUT OR EMERGENCY SECLUSION

Any room or area used for time-out or emergency seclusion must be clean, safe, and sanitary; appropriate for the purpose of calming students, including, but not limited to, being of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled (consistent with the remainder of the building); free of objects or fixtures that are inherently dangerous to the student; and in compliance with any applicable local fire and building code requirements and any other standards listed by the MA DESE in guidance.

Twice a school year, the school principal and the District's Director of Student Services (or their designees) shall inspect any room or area used for time-out or emergency seclusion, with one inspection occurring at the beginning of a school year. Additionally, any time a room or area actually is used for emergency seclusion, the school principal (or designee) must inspect the room or area a minimum of one time per week during which the room or area actually is used for emergency seclusion.

PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE

As set forth in the Regulations, the Old Rochester Regional School District shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

PARENT/GUARDIAN ENGAGEMENT

In accordance with the Regulations, the Old Rochester Regional School District shall engage parents/guardians in discussions about restraint prevention and the use of restraint solely as an emergency procedure of last resort. Old Rochester Regional School District will post this policy regarding the Prevention and Criteria for Use of Physical Restraint, Seclusion and Time-Out of Students on the school district's website and will include the policy in school handbooks. Old Rochester Regional School District welcomes parents/guardians to request a meeting with their child's principal or IEP Team Chair

to discuss any individual use of physical restraint or emergency seclusion or physical restraint, time-out procedures, and emergency seclusion in general.

COMPLAINT PROCEDURE

The District will consider and investigate any complaints that the school district receives regarding the school district's physical restraint practices, including, but not limited to, complaints related to time-out and emergency seclusion practices.

The District has developed a complaint form to assist individuals with sharing their concerns which is available in the District's Student Services Office. The District accepts online submissions of this complaint form as well as complaints submitted via fax, email, US mail, and in-person. Anyone who prefers or needs a paper copy of the complaint form, has difficulty accessing the online form, has additional questions or requires assistance with submitting a complaint may contact the District's Student Services' office:

Old Rochester Regional School District
35 Marion Rd
Mattapoisett, MA 02739
Jaime Curley, Assistant Superintendent of Student Services
jaimecurley@oldrochester.org, (508) 758-2772 (telephone)

Complaints must be filed within sixty (60) school days of the event giving rise to the complaint.

The District will investigate the complaint, including interviewing any witnesses deemed necessary and appropriate and reviewing relevant written documentation and data related to the concern. The District's investigation generally will be completed within twenty (20) school days of receiving the complaint. If this general timeline is not met, the District will document the reason(s) for not meeting the timeline. If the complainant is dissatisfied with the determination following the investigation, the complainant may appeal to the Superintendent of Schools, Michael S. Nelson, who also may be reached

Old Rochester Regional School District
35 Marion Rd
Mattapoisett, MA 02739
Michael S. Nelson, Superintendent mikenelson@oldrochester.org
(508) 758-2772 (telephone)

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students during Regular School Activities unless there is a medical administration plan in place for the student. Regular School Activities means all instructional/academic activities, as well as all activities organized or sanctioned by the school including, but not limited to, day and overnight field trips, school-provided transportation, interscholastic sporting events, after school or extracurricular clubs or organizations, and proms or other social events organized as part of the instructional/academic portion of the school.

No one but the school nurse, and those others listed in the medical administration plan may give any medication to any student.

Exceptions:

The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the administration of medications and self-administration of medications within the school system, following development of a proposal by the **medication program manager**, in consultation with the school physician. Review and revision of such policies and procedures shall occur as needed but at least every two years.

At a minimum, these policies shall include:

1. designation of a **medication program manager** as supervisor of the medication administration program in a school;
2. documentation of the administration of medications including the requirement that each school maintain a medication administration record for each student who receives medication during regular school activities; The school nurse shall document in the medication administration record significant observations of the prescription medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken. All documentation shall be recorded in a manner that prevents alteration or destruction of the record. Documentation shall include but not be limited to a daily log and a medication administration plan.
 - The daily log shall contain:
 - (a) the dose or amount of medication administered;
 - (b) the date and time of administration or omission of administration, including the reason for omission and action taken post omission;
 - (c) mechanism for identifying the person administering each dose, including the medication order and caregiver authorization.
 - The medication administration plan shall include:
 - (a) the name of the student;

- (b) a medication order from a licensed prescriber, which meets the requirements of 105 CMR 210.005(D)(1);
- (c) the signed authorization of the caregiver, which meets the requirements of 105 CMR 210.005(D)(3);
- (d) any known allergies to food or medications;
- (e) the diagnosis, unless a violation of confidentiality or the caregiver or student requests that it not be documented;
- (f) any possible side effects, adverse reactions or contraindications;
- (g) the quantity of prescription medication to be received by the school from the caregiver;
- (h) the required storage conditions;
- (i) the duration of the medication order;
- (j) the designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the school nurse, and plans for back-up if the designated personnel are unavailable;
- (k) plans, if any, for teaching self-administration of the medication;
- (l) with caregiver permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication;
- (m) when appropriate, the location where the administration of the prescription medication will take place;
- (n) a plan for monitoring the effects of the medication;
- (o) the school nurse has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.

- 3. response to a medication emergency;
- 4. storage of medications;
- 5. reporting and documentation of medication errors;
- 6. dissemination of information to [parents/guardians](#) Such information shall include an outline of a school's medication policies and shall be available to [parents](#) upon request;
- 7. procedures for resolving questions between the school and a [parent/guardian](#) regarding administration of medications. Such procedures shall provide for and encourage the participation of the [parents/guardians](#). Existing procedures for resolution of differences may be used whenever appropriate.

The School Committee shall submit these policies and procedures to the Department of Public Health upon request.

The School Nurse/Medication Program Manager, in consultation with the School Physician, may train and delegate responsibility to unlicensed school personnel for medication administration.

- 1. Neither prescription medication nor over-the-counter medications can be administered by delegation by unlicensed school personnel without student-specific medication orders from a licensed prescriber.
- 2. The School Nurse/Medication Program Manager has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or

a combination of nursing staffing and delegation of medication administration.

3. The unlicensed school personnel shall be listed on the medication administration plan, shall be selected by the school nurse, and trained, if they meet criteria established by regulation in the administration of emergency medication to a specific student.
 - All unlicensed school personnel administering medication must be properly trained and supervised by a school nurse.
 - If epinephrine is administered by unlicensed school personnel, the school nurse, and other individuals as warranted and deemed appropriate by the school nurse, must also be notified.
 - If an emergency rescue opioid antagonist is administered there shall be immediate notification of the local emergency medical services (911), followed by notification of a student's parent/guardian as appropriate, and the school nurse.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock emergency rescue opioid antagonist and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of emergency rescue opioid antagonist, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

All schools/districts where medication is stored or where medication administration is delegated to unlicensed school personnel must obtain a Massachusetts Controlled Substances Registration by registering with the Department of Public Health. At minimum, schools/districts may accomplish this by registering for emergency medication training.

Schools/districts are not authorized to make use of 105 CMR 700.003(C) for the administration of emergency rescue medications during regular school activities.

SOURCE: MASC - Updated 2026

LEGAL REF.: M.G.L. [71:54B](#)

Dept. of Public Health Regulations:
105 CMR 210.00; 244 CMR 3.00

[MDPH Advisory on Application of 105 CMR 210.00 to Field Trips, 2/4/2025](#)