

## OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

March 15, 2023 at 6:30 p.m.

### Marion – Mattapoisett – Rochester, Massachusetts REGULAR MEETING MINUTES

**Members Present:** Michelle Smith, Acting Chairperson (in-person), Jason Chisholm (in-person), Margaret McSweeney (remote), Frances-Feliz Kearns (in-person), Joe Pires (in-person), Rosemary Bowman (remote), April Nye (in-person), Matthew Monteiro (in-person) and James Muse (remote).

**Members Absent:** None.

**Others Present:** Michael S. Nelson, Superintendent of Schools; Howard Barber, Asst. Supt. of Finance & Operations; Sharlene Fedorowicz, Asst. Supt. of Teaching and Learning; Craig Davidson, Director of Student Services; Melissa Wilcox, Executive Assistant to Supt.; Silas Coellner, Principal, ORR Jr. High School; Vanessa Harvey, Asst. Principal, ORR High School; Kelly Chouinard, Asst. Principal, ORR Jr. High School; Lauren Millette, Director of Guidance; teachers, parents, students and members of the press.

Meeting was called to order at 6:36 p.m. by Chairperson Smith. Ms. Smith informed everyone attending the meeting that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

#### Recognition

Superintendent Nelson welcomed and recognized Mr. Geoff Gorman, new Town Administrator in Mattapoisett. Mr. Gorman gave a brief introduction and stated he looks forward to working with and building relationships with the school committee and administration. Chairperson Smith thanked Mr. Gorman for stopping by the meeting this evening.

#### FY24 PUBLIC SCHOOL CHOICE HEARING

Chairperson Smith called the FY24 Public School Hearing to order at 6:36 p.m.

#### Superintendent Nelson made the following statement:

*Each school year – the school committee is charged and responsible for discussing the current status of school choice and the administration's recommendation for school choice moving into the next academic school year. In your back up information – you have the school choice enrollment as of today. We currently have 103 school choice students in our schools. At the end of this school year we are anticipating 19 students exiting our school choice program due to graduation. As a result, we are recommending that the school committee approve the same parameters that are currently in place – which allow for no more than 125 total school choice students throughout the junior high school and senior high school – with preference being given to students in grades 7, 8, and 9 – and capping 7<sup>th</sup> grade enrollment with no more than 20 school and 8<sup>th</sup> grade enrollment with no more than 5 school choice students. Mr. Coellner and Mr. Devoll are supportive of the school choice recommendations being made. At present time, we already have received 25 school choice applications in anticipation of the school committee approving slots for next year. If our recommendation is approved, we will advertise the approved number of slots and accept applications up to the scheduled lottery. We most likely would hold the school choice lottery the week prior to April Vacation. In summary, we are recommending to maintain the maximum number of school choice slots of 125 students in grades 7 through 12 for the 2023-2024 school year, capping the 7<sup>th</sup> grade at 20 school choice students and the 8<sup>th</sup> grade at 5 school choice students, with the understanding that preference will be given to students entering grades 7,8,9.*

There were no comments.

Chairperson Smith closed the public hearing at 6:42 p.m.

**I. Approval of Minutes**

**A. Regular Minutes**

Motion to approve the minutes of February 6, 2023

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Motion to approve the minutes of March 1, 2023 as amended

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Nye

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; abstain, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

**B. Executive Session Minutes**

Motion to approve the minutes of February 6, 2023

MOTION by Ms. Kearns

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Motion to approve the minutes of March 1, 2023

MOTION by Ms. Kearns

MOTION Seconded by Ms. Nye

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; abstain, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

**C. Budget Subcommittee minutes**

Motion to approve the minutes of October 19, 2022

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Muse

ROLL CALL VOTE:

2:1 (Chisholm; yes, Muse: yes, Smith: abstain)

Motion to approve the minutes of February 6, 2023

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Muse

ROLL CALL VOTE:

3:0 (Chisholm; yes, Muse: yes, Smith: yes)

Motion to approve the minutes of February 9, 2023

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Muse

ROLL CALL VOTE:

2:1 (Chisholm; yes, Muse: yes, Smith: abstain)



Motion to approve the minutes of February 17, 2023  
MOTION by Mr. Chisholm  
MOTION Seconded by Mr. Muse  
ROLL CALL VOTE:  
3:0 (Chisholm; yes, Muse: yes, Smith: yes)

Motion to approve the minutes of March 8, 2023  
MOTION by Mr. Chisholm  
MOTION Seconded by Mr. Muse  
ROLL CALL VOTE:  
3:0 (Chisholm; yes, Muse: yes, Smith: yes)

## **V. General**

### **A. School Choice Vote**

#### **Superintendent Nelson made the following statement:**

*Tonight, we are recommending that the school committee review and approve the recommended motion that was provided in your backup information.*

Motion to maintain the maximum number of school choice slots of one hundred and twenty-five (125) students in grades 7th through 12th for the 2023-2024 school year, capping 7th grade at 20 school choice students, capping 8th grade at 5 school choice students, with the understanding that preference will be given to students entering grades 7, 8 and 9.

MOTION by Ms. McSweeney  
MOTION Seconded by Mr. Chisholm  
ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

### **B. Approval of Fundraiser**

Superintendent Nelson made the following statement:

*This agenda item requires the school committee to review for approval a Junior Class fundraiser to sell mattresses. Assistant Principal Ms. Harvey will speak more to this topic.*

Ms. Harvey stated that junior class advisors Mr. Michael Nailor and Ms. Merri Wickman were present this evening to give information about this fundraiser. Ms. Wickman explained that they are excited for this fundraiser because it is a new idea to the District and they have received great feedback in testimonials. Some local districts have done this fundraiser and seen great success. On average, schools in Massachusetts are making between \$5,000-\$10,000 in one day. If approved, the fundraiser will be in the gym on April 30<sup>th</sup>. The company sets up what is like a showroom and prices can be 30-50% off regular price. The kids will advertise and they receive incentives if they bring in people that purchase. The funds will be used for the semi-formal this year and towards next year's prom.

#### **SCHOOL COMMITTEE FEEDBACK:**

Mr. Pires commented that it sounds like a great idea and business type experience for the students but there is some negative feedback when he did a quick online search. He recommended noting this information in the agreement with the vendor to safeguard any mishaps.

Motion to approve the fundraiser as presented  
MOTION by Mr. Monteiro  
MOTION Seconded by Ms. Kearns  
ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

### **C. Approval of Donation(s)**

#### **Superintendent Nelson made the following statement:**

*There are two grants to consider this evening. The first is a Department of Early Education and Care grant in the amount of \$75,468 dollars. Old Rochester Regional School District is the lead agency for this grant that will support literacy efforts through a program called ParentChild Plus...this grant is applicable for families in the Tri-Town with children under the age of 5. This is in collaboration with the Wareham Public Schools Early Education Department.*

#### **SCHOOL COMMITTEE FEEDBACK:**

Ms. McSweeney commented that she would love if we did a really great job publicizing so that people know of this opportunity if/when it is approved.

MOTION to approve the grant from the Department of Early Education and Care for the ParentChild+ Program in the amount of \$75,468.

MOTION by Ms. Nye

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

#### **Superintendent Nelson made the following statement:**

*The second grant is actually an award from the Department of Elementary and Secondary Education in the amount of \$10,000 that is being offered not only to this district, but also Marion (who approved it last week), Mattapoisett, and Rochester. The grant is titled the Safe and Supportive Schools grant...Mr. Davidson will tell you more about this opportunity.*

Mr. Davidson explained the excitement to receive this competitive grant. It is a self-assessment that each school district will work on with a focus on six different levers that focus on leadership and culture within the district, supporting students through curriculum opportunities and being able to meet the needs of students throughout the district. Each team from each district will go through a self-assessment guide from the Department of Education to identify area of needs to utilize funding in the second year of the grant to improve.

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

### **D. Appeal of Book(s)**

#### **Superintendent Nelson made the following statement:**

*This item is in relation to the school committee's District Adopted Procedures related to policy IJ-R - which is Reconsideration of Instructional Resources. This past December the District received ten Citizen's Request for Review of a Book Forms, from Mr. Matthew Monteiro for the following library books: All Boys Aren't Blue, Beyond Magenta, Flamer, Gender Queer, Lawn Boy, Let's Talk About It, Out of Darkness, The Absolutely True Diary of a Part-Time Indian, The Bluest Eye, and The Hate U Give.*

*Leading up to the appeals to the school committee this evening the following proceedings occurred in alignment with the district adopted procedures to IJ-R-Reconsideration of Instructional Resources:*

- Principal (Mr. Devoll) met with Mr. Monteiro, referred to as the “questioner” in relation to the district adopted policies - to have informal discussions revolving his questions and/or concerns about the ten books.
- Assistant Superintendent, (Dr. Fedorowicz) convened the appropriate members (a school committee member [Member Michelle Smith, Chairperson], the assistant superintendent [Dr. Fedorowicz], principal [Mr. Devoll], teacher [Mr. Beihl, ELA Coordinator], and the appropriate subject area coordinator from the District [Ms. Barker, Librarian]) as outlined in the procedures to form a Standards Committee;
- The Standards Committee met with the questioner to review their questions and any other information they wanted to present;
- The Standards Committee considered other pertinent facts and information and voted on each book that was requested for review;
- Each book was unanimously approved by the Standards Committee to remain in the school libraries and their decisions were rendered in writing to the questioner.
- Consequently, the questioner appealed the Standards Committee’s decisions to the Superintendent of Schools for review and consideration;
- The Superintendent of Schools met with the questioner to hear their questions and/or concerns about each of the ten books, reviewed the Standards Committee’s decisions, and rendered written decisions to uphold the Standard Committee’s decisions on the ten books.
- The questioner since has appealed the decisions of the Superintendent of Schools to the school committee per the adopted procedures to IJ-R-Reconsideration of Instructional Resources related to the ten books under review.

As a result, tonight the school committee should hear the questions and/or concerns from the questioner and review the previous proceedings as just outlined and render a decision on the books. All decisions should be confirmed in writing. Once decision(s) by the school committee has been made - as stated in policy IJ-R-Reconsideration of Instructional Resources - the decision(s) will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made. In the school committee’s packets - all related documentation has been provided for each of the books under review (including the questioner’s citizen’s request for review of a book forms, the Standards Committee’s written decisions, the Superintendent’s written decisions, and the questioner’s written appeals).

Chairperson Smith informed the committee that all the information was in the back-up for the meeting which they have had a chance to review.

#### **SCHOOL COMMITTEE FEEDBACK:**

Mr. Monteiro made the following statement:

*Why did I ask for these books to be reviewed? In one word: “transparency”. As I stated in the review request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... and "I expect that the review process will be fair, and trust that the standards committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."*

*I was motivated to make the request due to multiple non-official complaints that did not initiate the process. I did not understand why so many had complained--to the point we had to abruptly end a meeting due to disruptions, but no one had begun the required steps to initiate it. I was especially confused given that one member of our committee complaining about the books sits on the policy subcommittee. There were even instructions in a local news article about how to initiate the process (and a link to our policy if that article was read online).*

*When I saw the harm that these complaints were causing to the tri-town environment with so much anger, drama, and divisiveness and also to the students who felt their identities were being attacked (and have said so themselves here in open comment as well as in other places), I decided that someone needed to act, and if others would not or could not, I would have to.*

*To those who stated the process was a “sham” and that I did not point out the areas of the books that they deemed problematic, I ask them to read the review requests again; each one, book by book. I spent a significant amount of time looking into the nationwide complaints on these books. This is a nationwide political initiative after all; we are among many other schools where these same books are being challenged. I also reviewed the local complaints that had been submitted verbally in open comments, in writing, and on social media. They are there in the review requests. I even included the specific page number of the picture people have taken issue with in *Gender Queer*. Additionally, the forms that one needs to fill out require answering if there are good things about the book(s), and if there are reviews about the books. I also answered these sections honestly.*

*While I was able to take these concerns to the standards committee, I was not a part of it. I had approximately 5 minutes per book to relay the community’s concerns and then I left the meeting and was not a part of their deliberation or decision. The amount of influence a complainant has is to call attention to the elements the standards committee should review. The complainant has no say in their determination(s).*

*The standards committee then deliberated and unanimously supported inclusion of these books in the library. Had this been a sham and if I were trying to pull a “fast one” on people who have concerns, I could have ended the process here, stating that I was “satisfied with the committee’s decision”. Instead, I stated, that “While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting [Superintendent Nelson] personally review [these] book[s]...”*

*After Superintendent Nelson upheld the recommendations of the standards committee, I stated the following, “[I]t is my hope that the thorough review you’ve all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.*

*While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your [the standards committee’s and Superintendent Nelson’s] expert perspectives. I am asking that the school committee finish the review that was started and render a decision.*

*If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decision makers at the table.”*

*So should the books remain? I believe there are four important points we should consider tonight. These are: Expertise (of those evaluating the books), Risk of Harm (the likely results of exposure posed to these High Schoolers), Control (of the books and other school activities), and finally Appropriateness (as compared to other materials in the school).*

*First, Expertise. The criticisms of these books address age appropriateness and content appropriateness.*

*AGE appropriateness would include knowledge of psycho-social development, cognitive abilities, and social and emotional abilities, including impulsivity. Those with advanced educational degrees (every person on the standards committee) would have this knowledge. Beyond training, these individuals all have years of experience interacting with students in these schools. They know them.*

*CONTENT appropriateness rests upon age appropriateness, but considers context of other materials that have also been deemed appropriate for that age. The head of the English department, the curriculum coordinator, and the school librarian are people whose jobs are to know which books students are reading and should be reading. Are these books outliers or not?*

*Let us contrast that with the expertise of those community members speaking at meetings and requesting the books be reviewed and removed. Did they even read them? I can say with confidence that not all did before their requests, as their descriptions of the content in the books were often erroneous including a mentioned activity of “boys” in *Gender Queer*, and the ages of characters in other books (usually erring with claims characters were younger than they actually were). Some may actually have read them and objected based upon age or content inappropriateness. I welcome their opinions, but must question if those are expert opinions.*

*Have you, who are about to vote on them, read them? I can assure you that the members of the Standards Committee have. They have applied their decades of training, education, and expertise in their evaluations. Do you believe you have the expertise to override theirs? Are we to discount all of that for small clips or quotes of potentially concerning content? A single picture?*

*Second, Risk of Harm. What forms of risk do the books present? Excessive exposure to pornography can be harmful to developing individuals. There are published studies to support that. I have cited one at the end of this document and a member of this committee also posted similar information on social media from the government of Australia about the harms of early and/or frequent exposure to pornography*

*Here is a relevant quote from the abstract of that article \*1.: “While children and young people are sexual beings and deserve age-appropriate materials on sex and sexuality, pornography is a poor, and indeed dangerous, sex educator.”.*

*But why is it harmful and what is the remedy? The problem is that exposure to pornography is primarily a distorted view of what sexual encounters are actually like in reality. Such material also rarely involves*

*courtship or consent and can involve expectations of sexual violence as acceptable. The remedy is education with accurate information. It is NOT to shield learners from all accurate sexual information. These books are not pornography. They are accurate depictions of sexual experiences.*

*Learning about sexuality from books results in forethought and less impulsive behavior and risk taking, resilience to sexual abuse because of having an understanding of what is not ok, and reductions in bad choices that could lead to disease or unwanted pregnancy. Even the information presented in the government of Australia's concerns about pornography stated that one of their three main "harm minimization strategies" was "'education for children and young people" on topics including "critical media and digital literacy, respectful relationships, sexuality and sexual health". \*2.*

*Another way to assess risk is to look at the harm that has already occurred. How long have the books been in the library with zero issues? These books have all been in the library for a significant amount of time before complaints arose this school year. The Bluest Eye - 2008, The Absolutely True Diary of a Part-Time Indian - 2010, Beyond Magenta -2015, Out of Darkness - 2016, The Hate U Give - 2017, Lawn Boy - 2019, Gender Queer - 2020, Flamer - 2020, All Boys Aren't Blue - 2020, Let's Talk About It - Feb 2022.*

*Where are the students harmed by these books? Did they report harm to the central office, a guidance counselor or social worker, or a parent or other adult? I only see hypothetical harm being mentioned, and exactly zero evidence that any has actually occurred.*

*I am trained in clinical psychology with a master's degree. I have worked with children from ages 4-17 and adults of all ages. I have worked with victims of sexual abuse and child abuse. I have never heard of a need to treat a patient (child or adult) for exposure to a novel (graphic or otherwise). Video game addiction? Sure. Pornography addiction? Yes. But reading novels with some limited sexual or other content, or a sexual education book, especially one they themselves picked out? Never. It's absurd.*

*Third, Control. Simply because a community member has a personal objection to material does not mean it should be unavailable to all students, or even at reduced availability to all students I'll remind everyone that these books are not taught in the classroom. They are optionally available to those who seek them out and parents can restrict their own children's access to them.*

*There are some who believe "meat is murder". They may become vegan. They may teach this belief to their children and restrict their access to animal products. But I ask you, because some choose this, should all children be served only vegan meals in the cafeteria? Do you want these parents to prevent meat in our schools? Red meat is linked to heart disease. Shall we ban it for health and safety reasons?*

*Most will recognize that sports can be dangerous. We've seen life threatening injuries and brain damage from professional football. It would be foolish to suggest that playing football is perfectly safe and imposes no risk. Should we eliminate all sports for reasons of risk of physical harm? Imagine the outcry!*

*Right now, no one is required to eat vegan but they have the option, no one is required to play football, but they have the option, and no one is required to read any of these books - but if they choose to go to the library and check one out, they have the option.*

*Unfortunately, some in the community want to control the availability of these books for all children in the high school. That's not giving parents control. That's taking it away.*

*Fourth, Appropriateness. I am going to read some passages from a book that is not merely in the library, but is taught in high school curriculums across the country. A commenter speaking against these books claimed "we never had books like these when I was in school". That is not true. The books I'm about to share have been around for generations. I personally read this one as assigned literature when I was in high school in the 90s. I will spare you the old English and read the Harvard translation.*

*The Canterbury Tales, Chaucer. Published 1476. Specifically, "The Miller's Tale"*

*"Now, sir, and again, sir, it so happened  
That one day this clever Nicholas  
Happened with this young wife to flirt and play,  
While her husband was at Oseneye,  
For clerks are very subtle and very clever;  
And intimately he caught her by her "crotch," (spelled "queynte", you can sound it out).  
And said, "Indeed, unless I have my will,  
For secret love of thee, sweetheart, I die."  
And held her hard by the haunchebones,  
And said, "Sweetheart, love me immediately*

*\*After some begging, she relented\**

*When Nicholas had done thus every bit  
And well patted her about the loins,  
He kissed her sweetly and takes his psaltery,  
And plays fast, and makes melody.*

*\*Later she encounters another suitor.\**

*The window she undoes, and that in haste.  
"Get done with it," said she, "come on, and hurry up,  
Lest our neighbors espy thee."  
This Absolon wiped his mouth very dry.  
Dark was the night as pitch, or as the coal,  
And at the window out she put her hole,  
And Absolon, to him it happened no better nor worse,  
But with his mouth he kissed her naked ass  
With great relish, before he was aware of this.  
For well he knew a woman has no beard.  
He felt a thing all rough and long haired,  
And said, "Fie! alas! what have I done?"*

*This next book is generally not taught in public schools. However, there are several copies in our library; I believe three. In this book there is a story of a man whose two daughters get him drunk and then rape him*

*while he is too inebriated to consent, each impregnating themselves with their father's child and later giving birth to brother-sons. (Lot's children. Genesis 19:33-36)*

*There is a story of a mob who want to gang rape a guest in a man's house, but he sends out his concubine instead, and she is raped to the point of collapse and eventually, she dies. (Levite's concubine. Judges 19:22-29).*

*There is a section about a prostitute, and this is a direct quote from one version of this book, "'There she lusted after her lovers, whose genitals were like those of donkeys and whose emissions like that of horses. So you longed for the lewdness of your youth, when in Egypt your bosom was caressed and your young breasts fondled" (Ezekiel 23: 20, 21).*

*The book? The Holy Bible. It is obviously many centuries old; available to read for generations upon generations. I want to be quite clear that I am NOT suggesting we remove or limit access to this book nor to the Canterbury Tales.*

*If we are to restrict access based upon an "obscene" or "offensive" passage or two, then these books must also be evaluated, which, to me, is an absurd idea given their history and value. Passages from Stephen King books in the library involve rape. The Game of Thrones book "A Song of Ice and Fire" is in the library. If you've seen the show, you know what's in that. I could go on with classics like "Gulliver's Travels" where Gulliver is abused by giantesses (published in 1726), or "Lady Chatterly's Lover" whose ban (which was overturned) was for obscenity tied to infidelity, explicit descriptions of sex and references to sodomy (written and self-published in 1928), or many, many other books available in our school's library.*

*All of the books reviewed have been determined prior to library entry to be appropriate. To those who are concerned that these books inappropriately arrived in the library. None were donated. Though even if they had been donated, they would have undergone the same process that all books undergo, being vetted for appropriateness and educational value by the librarian prior to being on the shelves.*

*To conclude, I believe there are some genuinely concerned parents and members of the community about these, and perhaps other, books. I believe these individuals deserved a thorough review to address their concerns. That is why I, as a parent and community member, requested these 10 books be reviewed...for transparency and confidence in our system.*

*But, for the reasons I've stated, and here I take off my parent and community member hat, and put on my committee member hat, I do not think these books should be restricted or removed.*

*These are excellent books, many of them are award winning, approved by experts, well within student's abilities to read them without risk to themselves (and with the potential to improve their lives and safety), and on par with other books that are not only in the library, but that are taught in classrooms throughout many high schools throughout the nation. Importantly, parental choice is upheld with the option of restricting one's own child from having access to the book with a simple request.*

*Taking all of the above, to me, a vote against these books is a vote to control other people's children's access to knowledge for no reason other than political ones. It is not a vote that keeps the education, needs, and*



wellbeing of students at the forefront, which is the primary reason we serve here. I cannot and do not support that.

**Mr. Pires commented:** *I want to say thank you to Matt Monteiro for allowing us to really understand how some of us on the school board thinks, and that doesn't include me. If you are not horrified with what you just heard, I'm sorry. The majority does not feel the way Matt Monteiro feels. I'm sorry, visual depiction of sexual acts should not be approved. I'm extremely disappointed because if you know me, I like to meet in the middle, I like to compromise. The fact that no one on this board has even moved an inch to adhere or understand or meet you half way, how can we work this out. That has never been on the table. It's unfortunate that a parent's rights are being superseded to protect a child's innocence.*

**Mr. Chisholm commented:** *I am very conflicted about this decision for many reasons. Our society has become drastically over sexualized and that is not a new thing. I also recognize that we have people and a process in place and we selected the right people. One way or another, based on credentials, experience, and knowledge and they are empowered to manage this process. Now I can tell you as a parent, as a Christian, I do have some challenges with some of the content and some of the imagery within these books. But I can't ignore that first point that I said, that we have people in place to manage the process. I find comfort in allowing those people to do their job for one simple reason. The moral compass and the expectations of my children are set by myself and my wife, no one else. If I have an issue with any of the content or materials presented in these books, what's on tv, what's on social media, what some neighbors may say, I deal with it with my wife and my children directly. I believe in the power of that. So, we are going to go through these and we are going to make some decisions. I am going to take the suspense away. I am going to support the process here and I will be voting to approve simply because I know what I control in my household. In terms of meeting people halfway, I would say friends and neighbors, look to your household, look to your children. You set the tone. And recognize that we have people in place to do a job.*

Motion to approve "All Boys Aren't Blue" to stay in the library

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeney: yes)

Motion to approve "Beyond Magenta" to stay in the library

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeney: yes)

Motion to approve "Flamer" to stay in the library

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeney: yes)

Motion to approve "Gender Queer" to stay in the library

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

7:2 (Chisholm; yes, Nye; no, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeny: yes)

Motion to approve “Lawn Boy” to stay in the library

MOTION by Ms. McSweeny

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeny: yes)

Motion to approve “Let’s Talk About It” to stay in the library

MOTION by Ms. McSweeny

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeny: yes)

Motion to approve “Out of Darkness” to stay in the library

MOTION by Ms. McSweeny

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeny: yes)

Motion to approve “The Absolutely True Diary of a Part-Time Indian” to stay in the library

MOTION by Ms. McSweeny

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: abstain, McSweeny: yes)

Motion to approve “The Bluest Eyes” to stay in the library

MOTION by Ms. McSweeny

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: no, McSweeny: yes)

Motion to approve “The Hate U Give” to stay in the library

MOTION by Ms. McSweeny

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeny: yes)

Chairperson Smith thanked the school committee for this hard decision and for these conversations. She extended thanks to the Standards Committee for all their time, effort they put into this. They put a lot of time. A total of thirteen books were brought up and ten that we presented today. There were countless hours spent reviewing and discussing these books.

**Mr. Pires commented:** I think we should raise some real concern of the qualifications of the Standards Committee.

**VI. New Business**

**C. Business**

**1. Financial Report**

Mr. Barber reported the following information regarding the FY 23 financial report in relation to the general funds remaining or available for the Old Rochester Regional School District as of January 20, 2023: The Old Rochester Regional School District currently has \$288,556 available of the general funds appropriated in the 2023 Fiscal Year. Per the Year to Date Budget Report by Department enclosed in the back-up information, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total \$20,424,272 appropriated to the Old Rochester Regional School District.

- \$ 20,424,272 - General Funds Approved
- \$ 421,000 – Capital Improvements Approved
- \$ 20,845,272 – Total General Funds
- \$ 20,556,716 – Obligations Paid or Encumbered Year to Date
- \$ 288,556 - Remaining Available Funds

**2. Food Service Report**

Mr. Barber reported the following Food Service Report:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- Meal Price Increase took effect on February 1, 2023.
  - This increase in price will only apply to any additional meals purchased by a student.
  - Each student will continue to receive 1 Free Breakfast and 1 Free Lunch per day throughout the remainder of this school year.
- Had a successful week serving the students in the Math Acceleration program.
- Currently working on procuring food and supplies for next year.
- Students Receiving Free and Reduced Meals:
- Free: 227 → 22%
- Reduced: 24 → 2%

**SCHOOL COMMITTEE FEEDBACK:**

Ms. McSweeney wanted to remind everyone to write to their local legislators to tell them that you are in favor in free lunches to encourage an equitable food world for all.

**3. Facilities Report**

Mr. Barber reported the following Facilities Report:

- Repaired 2 roof exhaust fans.
- Replaced motor on #2 hot water heater.
- Rebuilt one back flow device.
- Conducted one campus snow/ice removal operation.
- Performed two-day extreme wind chill protection protocol.
- Conducted preventative maintenance on all facility equipment and machinery.

**4. Budget Transfers**

Mr. Barber made explained that included in the approved Fiscal Year June 30, 2023 operating budget for the Old Rochester Regional School District (ORRSB) are specified funds in the amount of \$421,000 for a track replacement project. The school department are requesting for the \$421,000 to be approved for transfer to the Capital Stabilization fund.

Motion to approve the Old Rochester Regional School District to transfer \$421,000 to the Capital Stabilization account. These funds will be moved from the general operating funds, as designated at the ORRSB budget hearing on March 15, 2022.

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse; yes, Bowman; yes, Kearns; yes, Smith; yes, Pires; yes, McSweeney; yes)

#### **D. Personnel**

##### **Superintendent Nelson made the following statement:**

*Since the last School Committee meeting, Old Rochester Regional School District has hired Custodian David DeMello as a night supervisor.*

#### **CHAIRPERSON'S REPORT**

Chairperson Smith made the following statement:

*Many chairs, past and present, have expressed the countless hours that go into serving on a school committee board. Most of us serve on various other committees. Meetings are held and we report about or subcommittee meetings at the end of our agenda. Members are elected to do this work because they want to make a difference and they want to make all students a priority, which includes the academic, physical and social/emotional development. The whole child. Every child. When you are the chairperson, you have complete more duties, more hours, and it's difficult. You are required to make decisions that will positively and sometimes negatively impact our students, teachers, staff and families. I myself sit on this board, the Marion School Board, the SMEC board, the budget subcommittee for ORR and Marion, as well as the subcommittee for the Superintendent's goals and the Communications subcommittee which unfortunately has not met yet. I have now been sitting on the standards committee for the last several months. I have read thirteen books from beginning to end and spent many hours during my lunch time serving the school district, which I love to do. Like myself, most of us who serve on the school committee board work a full-time job, some a part-time job, outside of the home. This doesn't include the job of being a mom or a dad, a parent, a wife or husband or of course, a chauffeur. Tonight we had to make a hard decision. We were presented with a budget that showed cuts to our programs and staff. As I was writing this report earlier, I knew we were having the budget public hearing and the meeting with the vote on the budget., the school choice hearing and the vote, and the review of the findings of the standards committee answering the ten complaints on the books; whether to uphold the standards committee decision. I hope that the community respects that time and the discussions that went into all of those decisions. I sincerely want to thank all my fellow school committee members for all their work, especially during this very challenging year. Thank you.*

#### **CENTRAL OFFICE ADMINISTRATORS REPORT**

Superintendent Nelson discussed an update on the track mentioning the timeline provided at the last meeting. The project remains on time and they recently met with the project manager. A press release is being finalized for the school community and the community at large so they understand the track area will be closed starting the beginning of April. It is anticipated to be closed through the remainder of the school year. Mr. Devoll and Mr. Tilden have planned it so all athletics can continue in working with other local districts. We are staying on schedule by doing it this time of year as demand for this work increases in the summer. Secondly, the committee recently appointed a new Treasurer, Christina Gagnon. Contract negotiations have been completed and she has officially started.

#### **Dr. Fedorowicz made the following statement:**

*At the elementary level a core literacy program review is being conducted to determine the best three core literacy programs that are available to curate through the State. It is great for ORR because eventually all the students will be having the same experience before coming to the junior high. We are continuing with learning walks in each building to calibrate and continue conversations with administrators. Instruction Council continues to meet monthly. We just met to review survey results from our professional development to get teacher input and related service providers. We have the first draft in our curriculum review cycle. Our last professional development day was held last week and we worked on vertical team curriculum. Today are our new teacher induction program, Mr. Davidson gave a great presentation on student services for our new teachers.*

#### **SCHOOL COMMITTEE FEEDBACK:**

Ms. McSweeney asked when another Panorama survey will be conducted about sense of belonging like we did during the pandemic. Superintendent Nelson replied that potentially in the spring.

#### **Mr. Davidson made the following statement:**

*Our sixth grade special education liaisons from our elementary districts participated in a Transition Event at the Junior High School in February. 6th grade liaisons were able to observe special education services and programming at the junior high school, meet with the counseling team, service providers, building and district administrators. This is one of many events that staff will take part in to support our 6th grade students as they step up to the JHS next fall. A special thank you goes out to all involved in this event from junior high school staff and administration. This event and others would not have been possible without the leadership of Kris Lincoln, special education coordinator who put together master schedules for all transition events.*

#### **PRINCIPAL'S REPORT**

##### **Jr. High School**

Mr. Coellner updated the School Committee on the following:

##### **CURRENT ENROLLMENT:**

Grade 7 - 231

Grade 8 - 193

TOTAL: 424

##### **SCHOOL CHOICE:**

Grade 7 - 18

Grade 8 - 17

TOTAL: 35

##### **ACKNOWLEDGEMENTS:**

Students of the Month for January, 2023

Green Team: Ty Marques; Miah Motta

Orange Team: Brendan Fuller; Kennedy Zussy

Blue Team: John Ferreira; Jessica Detrani

Red Team: Emma MacLeod; Bobby Calder

Exploratory Team: Nathan Dubuc; Madelyn McCarthy

##### **E-Sports:**

Congratulations to our E-Sports Teams and Coach Brian Almeida for completing their first season. The Championship was held on March 11 at Uptime E-Sports Arena in Hanover MA. "Team Slippers" – Drew Butler, Eric Charron, Velez Vieira and Liam Whittaker came in first place in the Rocket League tournament. Their teamwork, strategy, and dedication were remarkable, and they truly deserve this recognition for their efforts. "Team Sons of Zeus" – Parker Erickson, Kyle Pina, Eamon Perez and Jordan Barrows competed in the "Super Smash Brothers" tournament. Esports is a valuable activity that provides students with essential skills such as communication, teamwork, and critical thinking. We believe in providing our students with opportunities to explore and develop their talents in various fields, and Esports is one of them.

##### **AFTERSCHOOL STUDENT ACTIVITIES OFFERED:**

GSA Club – Julie Cotillo

Art Club – Meghann Bodeau

Crochet & Knitting Club – Therse Valente and Kathy Gauvin

Drama Club – Beth Faria  
Jazz Band – Richard Laprise  
School Council – Kathy Gauvin  
CLINICS THAT TOOK PLACE:  
Volleyball, Girls Soccer; Boys Soccer; Arena Football

### **High School**

Ms. Harvey, Assistant Principal, stated they look forward recognizing DECA and Track Teams at a future meeting.

Mr. Devoll was not present at the School Committee meeting but provided a written report:

#### **High School student enrollment, through 3/13/23: 626**

#### **DECA State Champions!**

The following ORRHS Students are off to Orlando after capturing DECA State Championships!

Sarah Wyman-Business Services Marketing

Jackson Veugen and Andrew Porter-Entrepreneurship Team Decision-Making

Teddy Carroll-Hotel and Lodging Management

Colin Carroll-Automotive Services Marketing

#### **Science Olympiad Successes**

The ORRHS Science Olympiad team is in their infancy but the group is already making a name for themselves at the Massachusetts Science Olympiad State Championship!! With over 60 teams present, ORRHS took 1st place in Mystery Architecture and 5th place in Green Generation!!

#### **Boys Indoor Track Wins 2023 Division 4 State Championship!!**

#### **Debate Team Accolades**

At the Eastern Massachusetts Debate League Finals this month held at Bridgewater-Raynham Regional Senior High School ORR debaters excelled. Jacob Hadley was awarded top varsity affirmative speaker in the league. Jacob Hadley and Eva Hartley earned second place for their two-person varsity affirmative team. Scarlet Sylvia and Sofia Bouley earned second place for their two-person Novice affirmative team. Theo Jacobson and Jamison Gunschel earned 10th place for their two-person varsity affirmative team. Bryan Correia, Alexandra Fiano, Emerson Roy, Scarlet Sylvia and Sofia Bouley earned 3rd place as a four-person team novice team. Jamison Gunschel, Eva Hartley, Sofia Bouley and Scarlet Sylvia all earned awards for highly ranked speakers.

#### **Upcoming Events:**

3/20 First day of spring sports

3/22 Student/Faculty Basketball Game, 6:30 p.m.

3/28-3/29 Grade 10 ELA MCAS Test

3/30 Term 3 Closes

3/30 Opening Night Spring Drama Production, *Once Upon A Mattress*

4/6 Delayed Start

4/7 No School

### **Student Advisory Council Report**

Chairperson Smith explained the representatives could not attend this evening but did provide the following written report:

March has been quite a successful month for the student body. To start off, the AFS Club just completed a very successful Rio Vista exchange. On top of that, the DECA club has 5 State Champions, and 6 students moving on to compete in the International Career Development Conference (ICDC) in Florida this April. Drama would like to announce the opening night for their show “Once Upon a Mattress” is March 30<sup>th</sup> and they hope to see as many members of the community there. The Student Council had a “Kindness Week” from February 13-17 where each class performed one act of kindness to the school, and on that Friday the Class Olympics were held (which the seniors won). On top of that, the Senior Class hosted a successful Qdoba dine-in night fundraiser, the Junior are preparing for their Great Gatsby themed semi-formal this

spring and the Freshmen had a successful “Flower-gram” fundraiser. We are excited to see what this next month brings!

## **VII. School Committee**

### **B. Committee Reports**

**Budget Subcommittee** – no report as it was discussed earlier.

**Communication Committee** – Mr. Pires reported that a date has not been set but he wants to prioritize agenda items are current policies related to censorship. Depending on the outcome of that, we should make the recommendation to dismantle that committee or continue.

**Equity Subcommittee** – Ms. Kearns informed the School Committee that the Equity Subcommittee met on January 17<sup>th</sup>. We reviewed the progress report on the Equity Action Plan and incidents reported year to date. We discussed opportunities for local offered training events to support education and learning related to equity subcommittee members. During the meeting we discussed and approved a motion to have a standardized report out that will be prepared by myself and provided to all the district school committees for subsequent report outs. We would report out what we reviewed at that meeting and key points and topics that the other school committee members could use to conduct their report out as well. We also had a meeting on March 1<sup>st</sup> to discuss the open meeting law complaint. Our next meeting is March 30<sup>th</sup>.

**District Agreement Committee** – no report.

**Facilities Committee** - no report.

**Local School Committee-** Ms. Smith reported that the Marion School Committee met last week. We met the new Town Administrator, heard a HILL for Literacy presentation and from Farm to Grow. We also approved our budget and some donations. Mr. Chisholm reported that the Rochester School Committee did meet but he does not have the date for the next meeting. Mr. Muse reported that the Mattapoisett School Committee did meet and discussed many of the major themes discussed here at the elementary level. It is significant because we are all dealing with similar things. We look forward to a report from the Collins Center soon.

**Policy Subcommittee-** Ms. McSweeney reported that she was not present but they did meet on March 8<sup>th</sup>. At the meeting, the open meeting law complaints were discussed, along with BEDH-Public Comment at School Committee Meetings, JFBB-School Choice, JFBB-1 – School Choice and JFBB-R School Choice Procedures. **SMEC** – Ms. Bowman reported that the next meeting is March 29<sup>th</sup>.

**Tri-Town Foundation** –Ms. McSweeney reported that they have not met since the last school committee meeting.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for April 26, 2023 at 6:30 p.m. and the Joint Meeting is March 30, 2023 at 6:30 p.m.

### **OPEN COMMENTS: Chairperson Smith read the following statement:**

*Public comment is governed by approved school committee policy. Per the committee’s policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

### **Thomas Kearns from Mattapoisett made the following statement:**

*I would like to take this opportunity to thank the standards committee for a thoroughly reviewing all of the books recently named in a recent complaint, for taking the time to verify the fact that all of these books meet all ten rubric standards and meet all current policies and procedures. This is a huge victory for all students and it is clear current process thankfully currently works as it should. It has clearly demonstrated these books, none*

*of which were donated, which have been on the shelves as far back as 2008, are instructional in nature and not pornographic as someone alleged. Now that these books have been reviewed and are not up for additional debate for the next three years, I look forward to the school committee being allowed to focus on the children at last. The committee can now continue to work to improve scholastic life for all students. They can put this intentionally manufactured drama that has unsuccessfully tried to exclude marginalized students reading materials and denied their very existence is now hopefully behind us and we move forward with a top notch truly inclusive educational system. It was very disheartening to hear one school committee member talk to the standards committee stating that they should all be looked at. Here they are, professionals that have degrees and we have one individual make this account. All of these people who have put their time in, especially Matt, thank you. This insult to the standards committee is both condescending and insulting to the rest of the committee.*

**Nicky Osborne from Mattapoisett made the following statement:**

*I first want to acknowledge that the school was chosen to partner with Project351 and the Celtics to roll out a student anti-bias drive that is going to be headed up by our new Guidance Director Lauren Millette. Thank you very much for taking on this role. I think it is a wonderful opportunity for us to be able to build more inclusive communities and obviously very timely for the school. I feel that everyone should be alarmed at the growing effort to ban books. The ignorance of history is a tool for those who want to repeat it. Ignorance of race, sexuality, and gender identity is a tool to push marginalized people back into the shadows. That is what these books would do if they were not allowed. I have talked with young people who say for the first time, they have seen themselves in this book. And that to me says everything. Teachers shouldn't have to worry about someone banning books because it doesn't fit in with someone's political agenda. The efforts to remove books from schools and public libraries simply because they introduce ideas about diversity or challenge students to think beyond their lived experience, to remove those books is really anti-democratic. I encourage our on-going discussion about these issues. I think Matt for his thorough analysis of the whole issue around these books and the time that he and others have put into this. I trust the process and I am proud to be a part of this community.*

**Diana Harlfinger from Mattapoisett made the following statement:**

*We ask that the schools be mindful that the debates about these books and their subject matter may add to incidents of bullying of children who are members or whose family members are part of a communities discussed in the books. This is particularly the case when opponents describe the books and content as obscene, pornographic, disgusting or otherwise unacceptable. While respecting the right of opponents to speak and be heard, schools must take steps to affirm and protect the quality of the experiences of their students and to fulfill their legal duties to ensure safe, supportive and equitable educational experience.*

**Vanessa Miller from Marion made the following statement:**

*I have three children at Sippican. I am very concerned and very disappointed in all of you. In my culture, this is unacceptable. I don't care that I can teach my children, don't read this, don't watch this, they're still going to be influenced in the school. These books do not belong in any library period. I want to know what benefits and values the children are going to get from these books. How do these books meet specific student needs, how do they strengthen information, literacy, critical thinking? How do they contribute positively to the school culture? Sexually explicit materials like those will influence children in a negative way, not only with the behavior, high risk, even normalizing sexual abuse. I have a son who is autistic. He will mimic and he will repeat things. If there are children reading these books or talking about it, he will repeat it. He has a great memory and he will repeat everything and will mimic whatever is on the pictures. Everyone has forgotten about the children with disabilities. Where is your concern there about these children? I am very concerned about them. My son will repeat things. I can teach him, but he will not understand. There is wording on the book, he will not comprehend. Where is your concern for the children who will mimic this and come home saying the things they learn from those books and if there is a child reading them he will pick it up right away. This is just so frustrating. This is hell for my family. I have never, I can't understand how people can be ok with this. Only predators are ok with this in my opinion. I'm sorry this is child predator. You can say it now to make it ok, that this is why they are ok, they're not that bad, we've had these books for a long time. The reason we are aware*



*of these now is from home schooling from the pandemic, and we were watching everything through zoom. That is how we are aware now of all this garbage. This is disgusting, this is immoral, and you lack it. No morals and no common sense. I don't care if you have a PhD or are the expert. There is a difference between intelligent and smart. This is just disgusting and I can't believe it. I have talked to my family, the Latinos, this is disgusting you are letting other adults (inaudible).*

**Karen Thomas from Rochester made the following statement:**

*I find it very difficult to understand your review process for these books that was initiated by a school committee member that clearly did not have an issue with the books. Yes, he stated he is bringing it forward because of issues from the community, for transparency quote unquote had been raised. But he doesn't believe the books are obscene or a problem. So then someone else I know as told you do not have to come forward with those forms for those books because someone is already doing it. Someone who might have been opposed to the books, but that was squashed. So I wonder what was actually discussed for an unbiased review of the books in question. You all looked at the books right, how can Beyond Magenta, when I looked at what was written in that packet it says grades nine and above, and age fourteen and above. Why is it in the junior high? The children are not that age, why is it there? You all agree to leave it there. I do understand there was a method used to evaluate the books, what about other methods that discuss minor restricted content., not for minors, sexually explicit activities and graphics. No one has ever spoken about banning books ever. What we wanted was concern for more than 400 community members, probably more than that. Several attempts to be heard here, other school committees, just to have some input. Could we have a survey? See what parents thought? You are a group; you think you represent the whole community? What about when a school committee member who I have so much respect for, thank you Joe Pires, he asked if a statement that you brought forward about library resources could be open to the community for feedback, public weigh-in, a vote and he was completely shut down by the chair and you said the elected officials represent the community and they are the ones to put policy in place. Are these books developmentally appropriate? Do they meet educational suitability? I have to echo what Vanessa just said. You can all have your degrees; how do you know what any of us have? You know what you have no common sense. There will be elections coming up real soon for school committee. Change may happen. In another town in Massachusetts, four new members, they got rid of sex education in the curriculum. Things can definitely change.*

**Kathleen LeClair from Mattapoisett made the following statement:**

*I am here again to ask for accountability and transparency. I have emailed and requested answers to these questions several times. You refuse to respond. There is policy violations. I ask again, why are there discrepancies and inconsistencies with how donations of non-monetary value were being accepted by the school committee? Under what legal authority do the committee make decisions of books donated by certain members of the community did not have to be accepted and approved by the committee. Will the school committee comply with their own policies, and issue a statement to the community clarifying the process and explaining the discrepancies? I will list the policies; Sorry there is something wrong with my phone. I would also state, that you cannot state that the books were not donated because Principal Devoll confirmed to me last week that he cannot provide to me purchase orders for the books that were in question. So we are left in limbo, you're saying they weren't donated, but you have yet to provide proof that they were actually purchased. Minor detail. I am more concerned why this school committee seem to be willfully ignoring their own policies and allowing books into the school without going through the proper approval process.*

**Alia Cusolito from Rochester made the following statement:**

*I am one of the students effected by these books. I have read many of these books. I do believe that all of these books should remain in the school. They are really valuable to our education as some of you have said they are not, they are. I have gained happiness and knowledge from reading these books and I love them. Some people have said that parents' rights are being superseded. On the other side, what you are trying to do would be infringing on other parents' rights to make decisions for their own children. If you are not in favor of these books, don't have your child read these books. That should not affect anyone else's choices. I chose to read them; my parents are in favor of it. A lot of my friends have read these books, they're incredible. As many*

*people have said, the trained professionals making these decisions should be trusted with these decisions because that is what they know how to do. If you are not trained and you have not studied these topics, you might have a different opinion but once you learn more, it is very likely your opinion would change after being more knowledgeable on the topic and informed on what you are talking about. I identify as many of the things that are represented by many of the things that are in these books. Some of the things that all of you have been saying, are very hurtful to me personally. I identify as gender queer, so that book represents me directly. You saying that this is disgusting, makes me feel like you think I am disgusting. I know that some of you would agree with that statement. Some of you would say that's not true, but internally you know that it is. I think it motivates many of the actions you are taking, whether consciously or subconsciously. I ask that you question what your motivations are, as was brought up, there are many other books in the schools that are much more sexually explicit. You don't seem to have any issue with any of those books. I ask you to have consistency, at the very least. If you are against these books, provide a much longer list of the other books as well and then maybe I will take you a little more seriously. And then at least you are not only targeting books which have marginalized populations in them. It's quite ridiculous and it's really obvious what your actual motivations are. I ask you to see me as a person and be respectful and kind to one another. As a student, I know how many other students are afraid to go to school because of harassment they face which is motivated by many of these types of rhetoric's that are being brought up. Please be empathetic and I support these books.*

**Liz DiCarlo from Mattapoisett made the following statement:**

*I have spoken before. I spent over fifty years talking to younger people, to parents, to all kinds of people. The most important thing I learned is that we need to listen to the people that are expressing their sexual orientation, their gender identity. Alia speaks very clearly. Other students feel the same and support them in speaking. I really hope that having gone to a joint committee, an equity committee meeting, a policy committee meeting, multiple district meetings and a Mattapoisett meeting to listen and to learn from all of you. You are really working very hard but what concerns me the most is that you've really been limited to do the kinds of work that you want to do to really bring the culture together. I beg of you now, please continue the work that you are doing to move us forward because our children, if we don't change our culture so that we are able to include everybody, our children are not going to learn from those same lessons. If you think going back to the sexuality and not talking about sexuality is the way to go and getting rid of sex education, it clearly is not. Young people need to talk about these issues. They need to be able to understand who they are and they need to be embraced for whoever they are. Thank you for very much for the work you do. Honestly, I understand how it can be really difficult for all of you, both the administrators and the elected officials.*

Motion to adjourn at 8:07 p.m.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse; yes, Bowman; yes, Kearns; yes, Smith; yes, Pires; yes, McSweeney; yes)

Respectfully Submitted,

Melissa Wilcox

Recording Secretary

**OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING**  
**Marion – Mattapoisett - Rochester, Massachusetts**  
**March 15, 2023**  
**Hybrid Format**  
**Zoom LINK:**

<https://oldrochester-org.zoom.us/j/92885898022?pwd=MjA0VkpCVnhxQWRPL29jTmtUllhUT09>

**Meeting ID: 928 8589 8022**

**Passcode: 755304**

*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.*

**TIME: 6:30 p.m.**

**MEETING TO ORDER**

**FY24 SCHOOL CHOICE PUBLIC HEARING**

**RECOGNITION PRESENTATION**

**I. Approval of Minutes**

**A. Regular Meeting: February 6, 2023 and March 1, 2023 – Special Meeting**

**B. Executive Session: February 6, 2023 and March 1, 2023**

**C. Budget Subcommittee: Oct. 19, 2022, Feb. 6, 9, 17 and Mar. 8, 2023**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

**A. School Choice Vote**

**B. Approval of Fundraiser**

**C. Approval of Donation(s)**

**D. Appeal of Book(s)**

**VI. New Business**

**A. Policy Review**

**B. Curriculum**

**C. Business**

**1. Financial Report**

**2. Food Service Report**

**3. Facilities Report**

**4. Budget Transfers**

**D. Personnel**

**VI. Unfinished Business**

**CHAIRPERSON'S REPORT**

**CENTRAL OFFICE ADMINISTRATORS REPORT**

**PRINCIPALS' REPORTS**

**STUDENT ADVISORY COUNCIL REPORT**

**VII. School Committee**

**A. Reorganization**

**B. Committee Reports**

**1. Budget Subcommittee**

**2. Communication Committee**

**3. District Agreement Committee**

**4. Equity Subcommittee**

**5. Facilities Committee**

**6. Local School Committee**

**7. Policy Subcommittee**

**8. SMEC**

**9. Tri-Town Foundation**

**VIII. Future Business**

**A. Timeline**

**B. Future Agenda Items**

**IX. Open Comments**

**X. Information Items**

**XI. Executive Session**

**ADJOURNMENT**

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

**TO:** Old Rochester Regional District School Committee  
**FROM:** Michael S. Nelson, Superintendent of Schools  
**DATE:** March 13, 2023  
**SUBJECT:** Agenda Items

The following items are on the agenda of March 15, 2023.

**FY24 SCHOOL CHOICE PUBLIC HEARING**

**I. Approval of Minutes**

**A. Regular Meeting**

Recommendation

That the School Committee review for approval the minutes of February 6, 2023 and March 1, 2023 – Special Meeting. Please refer to “ORRSC 03152023 February Minutes” and “ORRSC 03152023 March Special Meeting Minutes”.

**B. Executive Session**

Recommendation

That the School Committee review for approval the minutes of February 6, 2023. These minutes will be brought to the meeting.

**C. Budget Subcommittee**

Recommendation

That the School Committee review for approval the minutes of October 19, 2022, February 6, 9, 17 and March 8, 2023. Please refer to “ORRSC 03152023 October 19, 2022 Budget Minutes”, “ORRSC 03152023 February 6, 2023 Budget Minutes”, “ORRSC 03152023 February 9, 2023 Budget Minutes”, “ORRSC 03152023 February 17, 2023 Budget Minutes” and “ORRSC 03152023 March 8, 2023 Budget Minutes”.

**V. General**

**A. School Choice Vote**

Recommendation

That the School Committee take a vote regarding school choice or the 2023-2024 school year. Please refer to “ORRSC 03152023 School Choice”.

**B. Approval of Fundraiser**

Recommendation

That the School Committee review for approval a junior class fundraiser to sell mattresses. Please refer to “ORRSC 03152023 Junior Class Fundraiser”.

**C. Approval of Donations**

Recommendation

That the School Committee review for approval a grant from the Department of Early Education and Care for the ParentChild+ Program in the amount of \$75,468. That the School Committee review for approval the FY2023: Safe and Supportive Schools Grant in the amount of \$10,000. Please refer to “ORRSC 03152023 ParentChild+” and ORRSC 03152023 Safe & Supportive Schools Grant”.

**D. Appeal of Book(s)**

Recommendation

That the School Committee review and discuss an appeal of book(s) and render a decision. The books are “All Boys Aren’t Blue”, “Beyond Magenta”, “Flamer”, “Gender Queer”, “Lawn Boy”, “Let’s Talk About It”, “Out of Darkness”, “The Absolutely True Diary of a Part-Time Indian”, “The Bluest Eye” and “The Hate U Give”. Please refer to “ORRSC 03152023 Procedure for Filing”, “ORRSC 03152023 All Boys Aren’t Blue”, “ORRSC 03152023 Beyond Magenta”, “ORRSC 03152023 Flamer”, “ORRSC 03152023 Gender Queer”, “ORRSC 03152023 Lawn Boy”, “ORRSC 03152023 Let’s Talk About It”, “ORRSC 03152023 Out of Darkness”, “ORRSC 03152023 The Absolutely True Diary of a Part-Time Indian”, “ORRSC 03152023 The Bluest Eye” and “ORRSC 03152023 The Hate U Give”.

**VI. New Business**

**C. Business**

**1. Financial Report**

Recommendation

That the School Committee hear an update from Mr. Barber. Please refer to “ORRSC 03152023 FY23 Financial Memo” and “ORRSC 03152023 FY23 Financial Report”.

**2. Food Service Report**

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “ORRSC 03152023 Food Service Report”.

**3. Facilities Report**

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “ORRSC 03152023 Facilities Director Report”.

**4. Budget Transfers**

Recommendation

That the School Committee review and approve a budget transfer. Please refer to “ORRSC 03152023 Budget Transfer”.

**D. Personnel**

Since the last School Committee meeting, Old Rochester Regional School District has hired Custodian David DeMello as a night supervisor.

**VIII. Future Business**

**A. Timeline**

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

<u>ORR School Committee</u>	<u>Joint School Committee</u>
April 26, 2023	March 30, 2023
133 Marion Road	133 Marion Road
Mattapoisett, MA 02739	Mattapoisett, MA 02739

**B. Future Agenda Items**

- ◆ Administrator Contracts (May)
- ◆ Approval of leases (June)

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

## OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

February 6, 2023 at 6:30 p.m.

### Marion – Mattapoisett – Rochester, Massachusetts REGULAR MEETING MINUTES

**Members Present:** Michelle Smith, Acting Chairperson (in-person), Jason Chisholm (in-person), Matthew Monteiro (in-person), Frances-Feliz Kearns (in-person), Joseph Pires (in-person), Margaret McSweeney (in-person), Rosemary Bowman (remote), April Nye (in-person) and James Muse (remote).

**Members Absent:** None.

**Others Present:** Michael S. Nelson, Superintendent of Schools; Howard Barber, Asst. Supt. of Finance & Operations; Sharlene Fedorowicz, Asst. Supt. of Teaching and Learning; Craig Davidson, Director of Student Services; Melissa Wilcox, Executive Assistant to Supt.; Michael Devoll, Principal, ORR High School; Silas Coellner, Principal, ORR Jr. High School; Vanessa Harvey, Asst. Principal, ORR High School; Kelly Chouinard, Asst. Principal, ORR Jr. High School; Lauren Millette, Director of Guidance; Sakurako Huynh-Aoyama, Member of Student Council; teachers, parents, students and members of the press.

Meeting was called to order at 6:30 p.m. by Chairperson Smith. Ms. Smith informed everyone attending the meeting that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

Superintendent Nelson requested moving the Student Advisory Council Report after the Approval of Minutes on the agenda to accommodate the student's obligations after the meeting and moving the Approval of High School Program of Studies to General Item A to accommodate the Director of Guidance's obligations in addition to the meeting tonight. Superintendent Nelson also requested going into Executive Session for reasons #3 and #7. Chairperson Smith approved all the requests.

#### **Recognition**

The School Committee recognized Coach Chris Cabe of the Boys Golf Team.

#### **Chairperson Smith made the following statement:**

*Tonight we would like to recognize Coach Chris Cabe on being named the Coach of the Year for Division II Boys Golf by the Boston Globe. At our last meeting, we celebrated the team's state championship. Tonight we recognize the efforts of Coach Cabe. During his tenor as coach, this team has an overall record of 155-17, with six league championships and memorable tournament participation. However, this past season, the team won this program's first state championship capping off a 14-0 season. Coach Cabe, the school committee congratulations your team and thanks you for your coaching leadership.*

Chairperson Smith and Superintendent Nelson presented Coach Cabe with a Certificate of Recognition. Coach Cabe thanked them for the award and informed the committee that he knew this was a special group when they were freshmen. He stated he appreciates the recognition and is grateful, but his focus is always on the kids and their accomplishments.

## **I. Approval of Minutes**

### **REGULAR MINUTES**

Motion to approve the minutes of December 14, 2022 as amended

MOTION by Ms. Nye

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeny: Abstain)

## **Student Advisory Council Report**

Student Representative Sakurako Huynh-Aoyama reported on the following happenings in the high school.

### *Seniors*

- Qdoba Fundraiser Feb 7th from 4-8pm
- Superlative night Feb 8th at 7pm
- Dodgeball Fundraiser Feb 17th

### *Juniors*

- Semi theme - Great Gatsby

### *Sophomores*

- March 15th - student vs staff basketball

### *Freshmen*

- Fundraiser starting today where you can purchase flower gram to be delivered on Valentine's day

### *SERSAC*

- Reagan and I will have our meeting tomorrow via zoom

### *Student Body*

- Spirit week
  - Mon: PJ
  - Tue: USA Day
  - Wed: Adam Sandler's Day
  - Thur: Dressing day
    - Senior Caesar
    - Junior: Ranch
    - Sophomore: Thousand Island
    - Freshman: French dressing
  - Fri: Class Colors for Class Olympics
- Kindness week
  - Seniors have a compliment jar
  - Junior treat janitors lunch
  - Sophomore gifting donuts and coffee and notes to guidance counselors
  - Freshman will do a positive sidewalk message

Lastly, 14 students from Rio Vista, CA will be attending school next Friday and joining us at our pep rally as well as a welcome breakfast during first block to engage in a discussion based around cultural difference of the east vs west coast.

## **V. General**

### **C. Approval of High School Program of Studies Changes**

Director of Guidance Lauren Millette presented proposed changes to the current High School Program of Studies. The School Committee was asked to review and approve the changes as proposed.

*New Courses in Science and Technology:*

**548 HONORS ANATOMY & PHYSIOLOGY II (LAB)**

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

This course is a continuation of Honors Human Anatomy and Physiology I. Students will continue their discovery of the human body through lab experiments, dissections, research projects, engagement in cooperative learning activities, and investigations of relevant diseases. Students will also learn valuable study skills and techniques. This is a valuable course if you are interested in pursuing a health-related career. This course will include topics such as the cardiovascular system, nervous system, respiratory system, endocrine system, lymphatic and immune system, and reproductive system. Prerequisite: Successful Completion of Honors Human Anatomy and Physiology I

**792 CYBERSECURITY 1**

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

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

**793 CYBERSECURITY 2**

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

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

*New Course in Wellness:*

**9986 UNIFIED PHYSICAL EDUCATION**

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

This course will cover the sports of basketball, bocce and softball. Additional topics of student leadership, wellness and physical fitness will also be addressed throughout the term. This is an



opportunity for students of various abilities to come together by participating in educational and physical activities. It will follow the format of our Unified Sports program fostering the empowerment of all students in an inclusive setting. “The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness.”

*New Courses in World Language:*

**346 PORTUGUESE 3**

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

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

**347 HONORS PORTUGUESE 3**

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

In Portuguese 3 Honors, students will continue to develop and improve their listening, speaking, reading, and writing skills. Students will focus on communicating about their immediate world and daily life activities. Students will recognize and acquire more complex features of the language and will interpret these concepts by incorporating them into their daily speech in the classroom. Students will be able to express their needs, create detailed oral descriptions within a context, and identify the main idea with supporting details in written material. Additionally, they will be able to analyze and interpret information from authentic materials to inform an audience. Students will also be able to identify differences in cultural practices among same-language cultures. Students will establish and extend connections with Hispanic culture through the use of technology, media, and authentic sources. Students should be prepared to place a greater emphasis on the use of the Portuguese in the classroom as well as on the use of authentic materials to learn about the Lusophone world on a regular basis. Prerequisite: Successful completion of Portuguese 2

*Course Name Change*

*In English:*

**ENGLISH 12A; formerly ENGLISH 12: COMMUNICATING IN THE 21ST CENTURY**

Rationale: The change (last year) to the current title led to confusion among students about the nature of the class, despite department efforts to explain. The change better aligns with the course with a 12 Honors complement.

*Course Description Changes*

*In Unified Arts:*

**856 CERAMICS I**

**Old Description:**

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

This course introduces you to the fundamental skills, techniques and production of ceramic art forms. You will learn and apply the basic techniques of hand building, decoration, and glaze application. Technical skills and artistic vocabulary will be developed and applied through the

creation of a variety of functional and sculptural objects. References to contemporary and historic ceramic arts will serve as examples and contexts for your projects. All of your work will be accompanied by an artist statement and will be exhibited.

New Description:

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

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

### 858 PHOTOGRAPHY

Old Description:

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

Students will learn the fundamental techniques and processes of black and white photography and enhanced digital photography. You will be using 35mm film cameras, black and white film, darkroom processing, as well as iPads and a variety of apps, to create photographic imagery. Photography's cultural influence, as a vehicle of historical and modern documentation, communication, and contributions to society, as well as its technological advancements, will be examined through the works of great photographers past and present, as well as through the perspective of mass media in general. The elements of art and principles of design guide all assignments for this course.

New Description:

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

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

### 881 ART HISTORY

Old Description:

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

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

New Description:

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

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

821 ART II

Old Description:

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

This course is a continuation of Art I. It is designed for the dedicated art student who wishes to further their study of visual art. You will continue to develop skills in the use of various media to create a body of work that demonstrates an understanding of visual aesthetics through personal expression. Technique, craftsmanship, idea development and critical thinking will be emphasized throughout the creative process. Major artists, artwork and art movements will be referenced and you will be expected to keep a sketchbook. You should note that this course will require more time than is allotted during class. Prerequisite: successful completion of Art I OR teacher recommendation

New Description:

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

This course is a continuation of Art I. It is designed for the dedicated art student who wishes to further their study of visual art. You will continue to develop skills in the use of various media to create a body of work that demonstrates an understanding of visual aesthetics through personal expression. Technique, craftsmanship, idea development, and critical thinking will be emphasized throughout the creative process. Major artists, artwork, and art movements will be referenced as well as personal sketches in creating finished art works. You should note that this course will require more time than is allotted during class. Prerequisite: successful completion of Art I OR teacher recommendation

*In Science and Technology:*

530 HONORS HUMAN ANATOMY AND PHYSIOLOGY I (LAB)

Old Description:

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

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

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

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

New Description:

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

How does the structure of the human organism relate to its function? You will discover how your organs and organ systems are responsible for your health and well-being in this quick-paced, in-depth study of Human Anatomy and Physiology. You will perform lab experiments and dissections, develop research projects, and engage in cooperative learning activities to attain your knowledge. Students will also learn valuable study skills and techniques. This is a valuable course if you are interested in pursuing a health-related career. Honors level will focus on a higher level of conceptual learning and include topics, such as Organization of the Human Body, Tissues, Integumentary System, the Skeletal System, Articulations, the Muscular System, Digestive System and Urinary System. Research projects will require the use of primary sources. The evaluation standard will be significantly higher than College Prep.

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

#### 751 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Old Description:

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

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

New Description:

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

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

#### *Prerequisite Changes*

These changes are recommended by CollegeBoard.

AP Computer Science A

Add Prerequisite: Completion of AP Computer Science Principles

Game Design and Development 1

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

## Web Design and Development 1

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

### *Course Removal*

#### *In English:*

162 CREATIVITY, INSPIRATION, AND INNOVATION

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

Creativity, Inspiration, and Innovation builds on the concept that innovation drives the global economy. 60% of our students will have careers that do not yet exist, but this course will help them to become our future leaders and problem solvers and the creators of these jobs. In this half-year elective, students will first learn to think creatively and collaboratively. Then they will identify a problem in society today and invent an innovative product or service to solve the problem. They will collaborate to create prototypes, and use concepts of entrepreneurship, marketing, design, accounting, and management to create a business plan for launching their creation. They will document their work in their “smash journals” and get feedback through online blogs. They will make video “infomercials” about their inventions and pitch their ideas at an end-of-course Creativity Showcase. This course will teach our students to work collaboratively and creatively to solve problems and create solutions.

#### Rationale:

Very little student interest in the past few years. The teacher who designed the course is no longer here and could be reworked into an interdisciplinary course in future years.

Motion to approve the High School Program of Studies as presented.

MOTION by Ms. Nye

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

### **A. Approval of Donations**

Superintendent Nelson informed the School Committee that there are four donations to review and approve tonight, all from Cape Cod 5 Educational Mini-Grants. The first grant is being offered to Mr. Almeida (JHS) for \$490 to support a teaching and learning experience that aims to solve a community problem using the engineering design process and 3D printers. Mr. Coellner stated that Mr. Almeida will use the funds to purchase two more 3D printers giving his class a total of five so the students can work with partners and be able to print something during class which takes some time.

Motion to approve the Cape Cod 5 Mini-Grant for Brian Almeida.

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Superintendent Nelson stated the second grant is being offered to Ms. Tilley (JHS) in the amount of \$360 to provide additional Latin classroom materials. Mr. Coellner reported the funds will be used to purchase 10 each of novice Latin readers by Andrew Olympia that puts ancient text in a modern junior high style.

Motion to approve the Cape Cod 5 Mini-Grant for Eugenia Tilley.

MOTION by Mr. Chisholm

MOTION Seconded by Ms. Nye

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Superintendent Nelson stated the third grant is being offered to Mr. Apperson of the high school in the amount of \$500 to support the development of disc golf here on campus. Mr. Devoll stated since the School Committee approved disc golf they have been looking for funding sources and this is one of them. The funds will be used to purchase tee pads, baskets, signage, etc. for the program.

Motion to approve the Cape Cod 5 Mini-Grant for Andrew Apperson.

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Superintendent Nelson stated the fourth and final donation is in the amount of \$496 to support Ms. Barker's digital storytelling resources. Mr. Devoll stated that Ms. Barker is collaborating with the English department and assisting with students learning about communicating in the 21<sup>st</sup> century. The funds will be used to purchase things like mics for podcasting, professional headphones, etc.

Motion to approve the Cape Cod 5 Mini-Grant for Allison Barker.

MOTION by Mr. Monteiro

MOTION Seconded by Ms. McSweeney

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Superintendent Nelson and Chairperson Smith extended their thanks for the mini-grants.

## **B. Approval of Main Stadium Field Use**

### **Superintendent Nelson made the following statement:**

*This evening there is a request from Old Rochester Youth Lacrosse to use the multi-purpose field this coming Spring. Per policy, requests to utilize the main, multi-purpose field must gain special approval by the School Committee on recommendation by the principal. If approved, the fee is to be determined by the Principal and Assistant Superintendent of Finance and Operations based upon the nature of the activity. Mr. Devoll, would you please present the request to the School Committee.*

Mr. Devoll stated that this request is for the youth girl's lacrosse program and aligns with what was approved previously for the youth football team. He stated the team currently practices on the field and has a good relationship with the school. Mr. Devoll supports this request.

## **SCHOOL COMMITTEE FEEDBACK:**

Mr. Muse asked about the schedule of the program. Ms. Jacobsen confirmed it would be a total of 20 minutes on 4 Sundays. She has also requested for the league to avoid early in the season and avoid graduation.

Mr. Chisolm asked if the high school lacrosse coach approved of the field use. Ms. Jacobsen stated that the high school coach's daughter plays on this youth team so she believes he would approve.

Motion to approve the Main Stadium Field Use as presented.

MOTION by Ms. Nye

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse; yes, Bowman; yes, Kearns; yes, Smith; yes, Pires; yes, McSweeney; yes)

## **D. FY24 Initial Budget Discussion**

**Superintendent Nelson made the following statement:**

*The budget subcommittee met earlier this evening and continues to work on a final proposed FY24 draft budget. Specifically, the budget subcommittee has discussed with administration and department heads - the current needs of the students as related to each department within the school (i.e. regular education programming, special education programming, technology, facilities, etc.). It should come as no surprise to this committee that the budget subcommittee is navigating the impact of inflation on the FY24 budget development process. Specifically, the cost of utilities (i.e. electricity, gas), goods, insurance, retirement obligations, and other required costs are proving to be main budget drivers this year.*

*At this point in the budget development process - the goal of the budget subcommittee remains prioritizing the needs of the students, securing the resources needed to provide the educational experience that our students deserve, while doing so with the available resources. In the near future, the budget subcommittee will finalize the proposed FY24 budget and schedule the budget presentation.*

## **E. Approval of Student Handbook Revisions**

**Superintendent Nelson made the following statement:**

*At the most recent Joint School Committee – the policy JE – titled Attendance Policy was rescinded and a new policy JH – titled Student Absences and Excuses was formally adopted. As a result, the sections within the schools' handbooks related to student absences and excuses require updating. Our principals will briefly highlight the changes to this committee. Upon approval, we will notify families that the student handbook has been updated and highlight the changes.*

Mr. Devoll, High School Principal, presented the changes to the current High School Attendance Policy. He explained that the new version allows the school to go back to excused versus unexcused as it had been in the past. This new policy is more collaborative with families and encourages the school to find out what the student's needs are in relation to being absent. It enables the school to get a better picture of student absences and how to support the students. It also gives the school more flexibility rather than just is the student here or not.

### **SCHOOL COMMITTEE FEEDBACK:**

Chairperson Smith asked if the high school has a lot of dropouts. Mr. Devoll explained that they do not have a lot of dropouts and the practice now in the new policy was already being done in the school.

Motion to approve the High School Handbook Revisions related to the Attendance Policy as presented.

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeny: yes)

Mr. Coellner, Junior High School Principal, explained that the revisions for the Junior High School Attendance Policy are consistent with the High School. The Junior High School will also adopt upon approval the same reasons for absences and notification procedures.

Motion to approve the Junior High School Handbook Revisions related to the Attendance Policy as presented.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeny: yes)

### **F. Approval of School Health Unit Application**

#### **Superintendent Nelson made the following statement:**

*Each year the school committee must approve the School Health Unit Application to submit to the Department of Public Health. This application allows for our school nurse to train administrative staff and teaching staff to administer medication to students as appropriate and needed on school grounds and on field trips or during extra-curricular events.*

*The application that was provided to the school committee in your back up information has been reviewed and endorsed by our school nurse, Dr. Mendes - one of our school physicians, and me.*

*Therefore, I am requesting that the School Committee move to approve the Department of Public Health - School Health Unit Application as presented.*

Motion to approve the School Health Unit Application as presented.

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeny: yes)

### **G. Statement Letter – Library Resources**

#### **Chairperson Smith made the following statement:**



*At our last meeting this School Committee voted in favor of drafting a statement on library resources to be presented at the next school committee meeting. Therefore, tonight as Chairperson I am providing a draft statement for this School Committee to review and take action on.*

**Chairperson Smith read the draft of the Statement on Library Resources:**

*The School Committee that serves the Old Rochester Regional School District wishes to issue a statement on the role of Library Resources and their importance within the Old Rochester Regional School District's Junior and Senior High Schools.*

*Based on the current and approved policies that govern the Old Rochester Regional School District, the selection of Library Resources is the primary responsibility of the schools' professional library staff. The schools' librarians utilize not only the school district's approved policies and procedures to determine how they select appropriate library resources, but also their professional expertise.*

*Our schools' librarians are highly-trained, credentialed professionals whom we rely on to ensure our library collections provide a well-balanced coverage of subjects, formats, and a wide range of educational materials that support the curriculum, the state frameworks, and the diverse interests and needs of the students and staff.*

*Specifically, the approved policies and procedures related to Library Resources include an approved selection criteria. This general selection criteria is utilized by our professional staff to provide students and staff with a wide range of educational materials on all levels of difficulty, with diversity of appeal, and allowing for the presentation of many different points of view.*

*Nevertheless, the School Committee understands it is important to afford individuals within our school community the ability to request a review of resources within our library collections if there are concerns regarding appropriateness. Therefore, there is an approved School Committee procedure for filing a request to review books or educational materials. This procedure can be found on our school website, on the Teaching and Learning webpage.*

*It is important for our school community to know that the School Committee subscribes in principle to the statements of policy on library philosophy as expressed in the Library Bill of Rights of the American Library Association. Therefore, we believe books and other library resources should be provided for the interest, information, and enlightenment of all people of the community that the libraries serve.*

*In closing, this School Committee will continue to govern the schools' libraries by fully adhering to the approved policies and procedures that apply to Library Resources.*

**SCHOOL COMMITTEE FEEDBACK:**

Mr. Pires asked the committee if this should be open to the community for feedback and public weigh-in on the topic and public vote. Ms. McSweeney stated that we are the elected officials representing the community. Chairperson Smith explained the only conversation we have are for budget purposes. The elected officials, us, are the ones that put the policy in place. Chairperson Smith further explained that if approved by the Committee, this would be the statement of the entire Committee as a whole and at the next meeting each member would sign the statement.

Motion to approve the Statement on Library Resources as presented.

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

8:1 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse; yes, Bowman; yes, Kearns; yes, Smith; yes, Pires; abstain, McSweeney; yes)

## **H. Track Resurfacing Update**

### **Superintendent Nelson made the following statement:**

*No action is needed on this topic this evening - instead our Director of Facilities has shared an update with the School Committee regarding the resurfacing of the track for informational purposes.*

- Spring of 2022: The approved FY23 Operation Budget for Old Rochester Regional School District included capital funding for the resurfacing of the High School Track.
- November 2, 2022: Solicited bids to resurface High School track.
  - Goods and Services Bulletin
  - Com Buys
  - Local Newspaper
  - District Website
  - Central Office
- November 3, 2022: Lawrence Lynch Corp. drew bid documents.
- November 4, 2022: Cape & Islands Tennis & Track drew bid documents.
- November 7, 2022: Conducted track walk-thru of project site.
  - Cape & Islands Tennis & Track
- November 16, 2022: One Bid received.
  - Cape & Islands Tennis & Track
- December 9, 2022: Awarded contract to Cape & Islands Tennis & Track.
- March 7, 2023: Meet with contractor to promulgate project logistics to minimize campus disruption.
- March 9, 2023: Prepare statement to ORR families and community concerning access to campus athletic areas during project work.
- April 3, 2023: Commence project work.
- June 2, 2023: Project completed.

The high school track and field teams will practice at neighboring school districts' facilities and their competition schedule will be entirely "away" for the spring of 2023.

## **VI. New Business**

### **C. Business**

#### **1. Financial Report**

Mr. Barber reported the following information regarding the FY 23 financial report in relation to the general funds remaining or available for the Old Rochester Regional School District as of January 20, 2023: The Old Rochester Regional School District currently has \$445,977 available of the general funds appropriated in the 2023 Fiscal Year. Per the Year to Date Budget Report by Department enclosed in the back-up information, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total \$20,424,272 appropriated to the Old Rochester Regional School District.

- \$ 20,424,272 - General Funds Approved
- \$ 19,978,295 – Obligations Paid or Encumbered Year to Date
- \$ 445,977 - Remaining Available Funds

Mr. Barber reported the following Food Service Report:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- On January 13, the HS café staff participated in a full day of professional development training through the CRISP Program.

- Ms. Charlotte Stephenson, from the John C. Stalker Institute, led the morning segment that was filled with culinary training videos.
- Chef Patty, from the John C. Stalker Institute, led the afternoon segment with a Mediterranean Flavors culinary demonstration, a school version of a Chopped Challenge and the day concluded with a taste testing.
- Ms. Kelly Burke, School Meal Program Training Specialist, from the Office for Food & Nutrition at DESE, joined us in our training day as well.
- Meal Price Increase took effect on February 1, 2023
  - This increase in price will only apply to any additional meals purchased by a student.
  - Each student will continue to receive 1 Free Breakfast and 1 Free Lunch per day throughout the remainder of this school year.
- Students Receiving Free and Reduced Meals:
  - Free: 226 → 22%
  - Reduced: 25 → 2%

### **SCHOOL COMMITTEE FEEDBACK:**

Ms. McSweeney stated that she wanted to make sure that the School Committee are helping to push for free lunches for our students. She asked Mr. Barber to keep the Committee informed and would be happy to draft a letter in support of this to send to the State if needed, after approved by the Committee.

Mr. Barber reported the following Facilities Report:

- Replaced starter motors in 3 Roof Top Units (RTU).
- Repaired trash compactor micro-switch/fuse box
- Replaced capacitors on High School basketball hoops.
- Rebuilt one back flow device.
- Conducted one campus snow/ice and one ice removal operation.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

### **CHAIRPERSON'S REPORT**

Chairperson Smith made the following statement:

*First, I would like to apologize to this committee for failing you as your chair during the last Joint School Committee. I allowed a member to speak to a topic not on the agenda and take over the meeting before public open comment. Although I stated after they finished, they spoke off the agenda, I should have reclaimed the floor as the chair and stopped the member from continuing.*

*I want to also extend my apology for other past meetings where the same member spoke off the agenda not only at the end of the meeting but also during subcommittee reports. But they are not the only members that have used their reporting on subcommittee work to include personal information or personal experiences. Although both members may feel that their issues are important, reporting during subcommittee reports must focus only on the significant actions of the subcommittees.*

*I also want to address the continued barrage of negative comments from members on Facebook, newspapers and radio. I cannot stop any member from speaking outside of these school committee meetings. Perhaps at some point we as a committee will put forth new protocols and policies that state the expectations of the school committee, as a full body, and as individual members. But for*

*now, as chairperson, I can state that these continued public attacks against members are hurting our purpose as a whole, to serve our community, our students and the important work we have in front of us. We need to get back to business to ensure our students are given a rigorous, enriched and safe school experience. It has been said, "Just because you can, does not mean you should."*

*Moving forward, I am reminding all members that these are public business meetings and your behavior should reflect that. We are moving forward from here - together. I will NOT allow any more off topic agenda items, nor allow members or the public to be disrespectful towards school committee members or the process of public meetings.*

*My role is not to take any side as the chairperson. I may have my own feelings or opinions on certain matters, but I will only continue to follow policies and procedures as approved by the school committee. Our school committee needs to ensure we are following the expectations of public officials. I'm reclaiming the role of the chairperson with authority. I'm done with all of the disrespect to the process itself and to each other. We WILL move forward with the expectation that all members will act with respect and follow the set agenda and our policies. Let me repeat, I will stop any member who speaks off topic to items not on the agenda, as well as stop any audience member from being disruptive or disrespectful to any school committee member.*

*I hope you will join me in moving forward in the direction I have outlined. They say it takes a village to raise a child. Well it takes a unified school committee to support our students, staff and community and to move us forward. Let's begin tonight.*

## **CENTRAL OFFICE ADMINISTRATORS REPORT**

Superintendent Nelson asked Dr. Fedorowicz and Mr. Davidson to update the committee on teaching and learning and student services happenings.

Mr. Davidson discussed the Math Acceleration Academy during February and April vacation. Students will participate in engaging and dynamic Math lessons that focus on accelerating students' learning in data driven - targeted areas. The Academy will be free of charge for all students who participate. An email notification was sent to our families recently and will be sent again. There are still some spots available in the junior high and high school. The staff met today and he is happy to report that February vacation is fully staffed by our teachers willing to work during the break.

Dr. Fedorowicz reported on the following:

### **LITERACY:**

First, in the area of literacy, a lot of forward progress has been made since we met last. We have drafted the initial Literacy Action Plan as a team and are moving forward with reviewing a common core literacy program. This literacy initiative will provide elementary students with a common literacy experience before filtering into the JHS.

A special thank you to the teacher leaders and administrators for their time and commitment to this literacy effort and the amount of work that has gone into this and will continue to go into the literacy program.

### **PD:**

January 13th was our last full PD day with guest speaker, Dr. Rob Evans, a psychologist, a former high school and pre-school teacher, and therapist presenting best ways educators can deal with

educational challenges and maintain energy and resilience. 1,700 schools in districts across the country and the author of many articles and four books. Our next half PD is building-based scheduled for this Wednesday with a focus on sense of belonging.

#### INSTRUCTIONAL COUNCIL:

Our Instructional Council has been meeting monthly to discuss current PD offerings and planning for PD ideas for next year. Concurrently, we are in the middle of developing a Curriculum Review Cycle with a smaller subcommittee with representation from each district. I appreciate the feedback and time we are getting from the teacher leadership team.

#### LEARNING WALKS:

We conducted our 5th Learning Walk as a district leadership team at the high school on January 27th. This was the second learning walk at the high school which provided insight into learning progress since the start of the year.

It was informative and a pleasure to see how much learning occurs in six months. We were able to see some valuable teaching and learning in the classrooms. It provided time for administrators to have productive conversations in Teaching and Learning expectations. Our next learning walk is this Friday in Mattapoisett. I want to thank the teachers and administrators for hosting and creating a collaborative atmosphere.

#### NEW TEACHER INDUCTION:

For new teacher induction, Dr. Robin Gilpatrick provided the second part of a two part series on behavior and classroom management. Our next session will be on Special Education with Mr. Davidson.

#### PROJECT 351:

Project 351 had a great kickoff in December where our Director of Guidance, Lauren Millette, joined by two of our juniors at the Celtics training camp learned the initial playbook of promoting a sense of belonging. Playbook trainings continued last month and will be rolling into our grades 5-8 later this month and March with student ambassadors for the program in order to bring the sense of belonging training to our students. This is exceptional because it's the kids that get trained and will train each other. Thank you to Ms. Millette and the juniors that attended this training. It really is an exciting opportunity!

### **PRINCIPAL'S REPORT**

#### **High School**

Mr. Devoll updated the School Committee on the following:

Senior Markus Pierre was recently named the 2022 Standard-Times Golfer of the Year.

400 community members were present this past Saturday evening to see 2022 graduate Edward Gonet IV perform as a member of the Harvard Krokodiloes, their oldest acapella group. They hope to continue community events like this in the future.

High School student enrollment, through 1/19/23: 623

DECA Accolades

- 21 ORRHS Students attended the DECA Regional Conference in Hyannis in January. ORRHS received
- 21 medals with 17 students going on to States!

200 Wins for Coach Carvalho

Congratulations to Boys Basketball Coach Steve Carvalho for winning his 200th game leading the Bulldogs.

**Upcoming Events:**

1/20 Term 2 Grades Close

1/23 Semester 2 Begins

2/1 Term 2 Report Cards distributed 2/2 Delayed Start; Block 1 begins at 8:30 a.m.

2/7-2/10 Students begin course selection process for '23-'24

2/8 Half Day; dismissal at 11:30 a.m.

2/9 AP Parent Information Session; 6:30 p.m. zoom

**Jr. High School**

Mr. Coellner updated the School Committee on the following:

**CURRENT ENROLLMENT:**

Grade 7 - 230

Grade 8 - 193

Total: 423

**WINTER AFTERSCHOOL ACTIVITIES:**

**Tuesday**

- Jazz Band
- Volleyball Clinics w/ Varsity Coach Oliveira

**Wednesday**

- Ski Club
- Fitness Room Training w/ Coach Bowen
- Art Club

**Thursday**

- Girls Soccer Clinic with Varsity Coach Lombard
- GSA Club
- E-Sports
- Football Clinics w/ Varsity Coach Guilbeault

**8th Grade Participation in High School Sports:**

- Boys/Girls Swim Team
- Girls Basketball
- Girls Ice Hockey
- Dance Team

**RECENT EVENTS:**

12/4 - 12/19 Spirit Week that featured team building and collaboration through a winter themed door decorating contest. Mr. Lombard's Advisory "Hot Chocolate" door was the overall favorite.

12/22/22 The Holiday Concert packed the house and the performance was exceptional. The night featured a guest conductor supported by the The Old Rochester Tri-Town Education Foundation Lighthouse Fund, Mr. Toby Monte from UMass Dartmouth, practiced and performed with the students.

01/12/2023 Parent/Guardian Education Night (Hidden in Plain Sight) - Our Director of Guidance, Lauren Millette conducted an interactive presentation for parents/guardians who may be concerned by changes in their child's behavior or changes in their social group's behaviors. The presentation educates parents about how teens and preteens use everyday items to hide evidence of risky behaviors.

1/13/23 ORRJHS Staff PD Day: Day 2 of Responsive Classroom Training, SEL and a Sense of Belonging, and CPI

1/23-1/26 Aimsweb+ and IXL Benchmark Assessments

#### UPCOMING EVENTS:

01/31/23 Spelling Bee

02/6-02/7 Open Sci Ed Training with OEI

3/8/23 Star Wars - ORRJHS Talent/Variety Show

### **VII. School Committee**

#### **A. Reorganization**

##### **Superintendent Nelson made the following statement:**

*Due to Diana Russo's recent retirement - I am recommending that the School Committee reorganize to appoint Ms. Melissa Wilcox as the school committee secretary in Ms. Russo's place and to appoint Ms. Wilcox as a recording secretary.*

Motion to appoint Melissa Wilcox as the school committee secretary.

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

Motion to add Melissa Wilcox as a recording secretary to the school committee.

MOTION by Ms. Nye

MOTION Seconded by Mr. Pires

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeney: yes)

#### **B. Committee Reports**

**Budget Subcommittee** – no report as it was discussed earlier.

**Communication Committee** – no report.

**Equity Subcommittee** – Ms. Kearns informed the School Committee that the Equity Subcommittee met on January 17<sup>th</sup>. We reviewed the progress report on the Equity Action Plan and incidents reported year to date. During the meeting we discussed a motion to have a standardized report out that will be prepared by myself and provided to all the district school committees for subsequent report outs. We would report out what we reviewed at that meeting and key points and topics that the other school committee members could use to conduct their report out as well. Our next meeting is March 30th.

**District Agreement Committee** – no report.

**Facilities Committee** - no report.

**Local School Committee-** Ms. Smith reported that the Marion School Committee met on January 25<sup>th</sup> and accepted some donations from the Marion Scholarship Committee and Art to Remember. We recognized 4<sup>th</sup> grader Davin Alves for his fundraiser. Ms. Nye added he raised almost \$1000 worth of food to donate to a New Bedford Food pantry. Mr. Chisholm reported that the Rochester School Committee met on January 23<sup>rd</sup> during which we did an initial review of the FY24 budget. Mr. Cote presented on the new Promethean boards and we reviewed the attendance policy in the student handbook. Our next meeting will be on February 16<sup>th</sup>. Mr. Muse reported that the Mattapoisett School Committee has not met since the last ORR meeting.

**Policy Subcommittee-** Ms. McSweeney reported that they met on December 21<sup>st</sup> and reviewed and approved Section D Fiscal policies, JH to replace JE and BEDH. BEDH will be coming back for review after going to the Joint meeting.

**SMEC** – Ms. Smith reported that they discussed staff appointments and reductions, an update on the facility search for a new building in order to expand along with the Director's evaluation which was exemplary. We also went over the budget.

**Tri-Town Foundation** –Ms. McSweeney reported that they met December 16<sup>th</sup> via zoom. We had a lot of new members, including me, so we did some introductions. The board review and approved a request for Anchor Programming. Grant applications are now open for the 2023-2024 school year and are due on April 14<sup>th</sup> and are available on the Tri-Town Foundation's website.

Superintendent Nelson reviewed the future timeline and stated the next meeting is scheduled for March 15, 2023 at 6:30 p.m. and the Joint Meeting is March 30, 2023 at 6:30 p.m.

**OPEN COMMENTS: Chairperson Smith read the following statement:**

*Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

**Alia Cusolito, Student, from Rochester made the following statement:**

*My name is Alia Cusolito, my pronouns are they/them, and I'm the President of the ORR GSA Club. I'm reading this today on behalf of the GSA as well as the BIPOC Club at ORR, as they signed on to this statement. We've tried repeatedly to get on the agenda for over a month, but our request was denied, so our statement has been shortened and unfortunately any discussion will need to happen at another time. You've all been talking about students rather than with us, which is now continuing as we are unable to have a conversation when we're not on the agenda. The Gender and Sexuality Alliance is a space for LGBTQ+ students and allies to find community and work towards creating a more positive school environment. We have presented to staff, hosted*



events at school, and collaborated with state and national organizations including a nonprofit I lead.

*The BIPOC Club is an affinity group for students who are Black, Indigenous, and/or people of color to discuss shared experiences and build community. Each month, they invite other students to learn about a club member's culture firsthand. These groups are both vital to our school because they provide essential support and a sense of belonging to marginalized students.*

*At ORR, as is the case at many schools across the country, students often face challenges such as transphobia, sexual harassment, racism, and homophobia. We do not see ourselves represented in the school curriculum. Many students struggle to feel safe at school due to harassment from classmates and an unwelcoming environment.*

*It is disheartening to hear that some members of our school community deny that racism is an issue or claim that white students are underrepresented. As a white student attending our predominantly white school district, I can attest that I am not discriminated against due to my race. However, many students of color have experienced racism in our schools.*

*There are many positive developments at our school, though. For example, we have some supportive staff who intervene when they witness harassment, use our names and pronouns, and strive to include diverse perspectives in their lessons. Our school library also has an excellent selection of books, providing us with a wide range of informative, engaging, and comforting reading material. Both the junior high and high school have GSA Clubs, and we've successfully advocated for the availability of gender-neutral bathrooms at both schools. These bathrooms allow for the inclusion of nonbinary students like myself, and alleviate the danger and exclusion faced by trans students in gendered restrooms. We were disappointed to hear that a cisgender female student allegedly expressed concerns about her safety due to trans girls being allowed to use the girls' bathroom. Although we find it highly invalidating that topics of safety and comfort in the bathroom are only discussed when concerning cisgender students, we are happy to inform everyone that all students are free to use the gender-neutral bathrooms which we, as trans students, have advocated for. These are individual restrooms which have a lock on the door. Supposed concerns about being late to class are false, as students are not allowed to use the bathroom during passing times.*

*To conclude, we want to thank the school committee for your dedication to antiracism and encourage everyone to consider the needs and perspectives of students in all of your work. Despite the negativity expressed by some community members, we believe that advocating for the safety and well-being of all people is the most effective and empathetic course of action. We respectfully ask that you seek our expertise rather than having adults outside of the school speak on our behalf. We welcome the opportunity to collaborate on any actions that directly impact us. Thank you for your time.*

**Isabella Doyle, School Choice Student, from New Bedford made the following statement:**

*Hi everyone! My name is Isabella Doyle and I'm here to talk about racism and what we as a school community can possibly do to spread awareness. I'm 16, Hispanic, Latina, and adopted from Guatemala when I was 7 months old. My parents are white, and of course they hear all about racism, but they're not ones to really understand what it's like to deal with the fear or understand what it's like to be a person of color.*

*Racism is such an important and very serious topic in the world right now. Lots of people don't really understand it or even know when they are engaging in it. I myself have experienced two situations with racism in this school when the people involved did not realize that their behavior was actually racist.*

*During my freshman year I was taking Spanish 1 and I was basically the only person of color there. In class we were talking about Spanish culture and the teacher asked me, "Isabella, are you having*

*a quinceanera? ". The teacher made an assumption that because I was Latina then I would have a quinceanera. This made it clear to the whole class that I was the only Hispanic and Latina in the room. Nothing about this was right and it made me really uncomfortable where I dropped the class altogether.*

*This year, I had another situation. Again I was taking Spanish 1, when 2 students started calling me "Dora" from "Dora the Explorer." When this happened almost the whole class laughed at me. This happened for about a month.*

*Now Dora is a cartoon character who speaks English and Spanish. She is also someone of color. I'm someone of color. I have nothing in common with Dora except for the color of my skin. When I said this to the students who were teasing me they had nothing to say in response, but continued with their behavior. I kept telling them to stop but they continued, both in and out of the classroom. I couldn't handle all the bullying, especially when it came down to racism. I finally told someone and the school took it very seriously, suspending the students for a period of time. But by then many students had heard about what had happened and they would look at me and laugh in the hall. This period of time was very difficult for me to the point that I didn't want to come to school.*

*Now consider that these things happen to a brand new student of color who feels they have no support in dealing with ongoing racist bullying. What will happen next? When someone of color comes to our school not knowing anything about the school, teachers, students, or resources, they need to be able to easily find resources to help them. There needs to be clear messaging throughout the school showing concern about racism and bullying, and where to go for help. Right now you only see very little of this messaging in the guidance rooms, but it's in the best interest of the students to see more.*

*Racism has made a big impact on my 2 years here at this school, and continues too even after doing all the right things and using my support. But students of color need more awareness, more support, and need to know that racism will be taken seriously and that there will be consequences to those who engage in racist behavior. Because everyone deserves to have a nice experience at ORR. Thank you!*

**Thomas Kearns from Mattapoisett made the following statement:**

*I am the parent of a 6<sup>th</sup> grader at Old Hammondtown School and a 7<sup>th</sup> grader at the Junior High School. They are both Afro-Latino, Native American and Irish. My school-aged children are second generation immigrants to this country. In our household we support diverse perspectives, and recognize and value the experiences of people who are different from us. We know that exposure of people with different faiths, beliefs and ideas are an important opportunity for us as a family to build empathy and engage in self-examination of our own behaviors. Our family has a long history of collaborative generational work on the South Coast. Our family has been recognized for this work by the NAACP, the Mass State Senate, the House of Representatives, as well as US Congress. Members of this family are highly sought-after by the Cape-Verdean, Black and Latino communities to support their on-going efforts for equality in the South Coast community. I have been following the activities of the district's school committee for several years now. I applaud the work of the administrators, teachers and committee members who are working diligently to create a welcoming and diverse environment for our students, but I am very concerned. I am very concerned because my son has been dealing with documented, unrelenting racialized harassment and my daughter has suffered multiple documented racially targeted physical and verbal assaults in the past two years. I am very concerned as a parent who has had to bury a child that has struggled with mental health issues as a direct result of these behaviors. Young people of color and members of the LGBTQ community have suicide rates at levels much higher than their white counterparts due to the undue racial stress they live under. Why are incidents that are documented by the school itself even up for*

*debate? Just think positive, kind of like Nancy Reagan's 'Just Say No' campaign, we know how well that worked out. I wonder why we are not setting an outdated, unacceptable and dangerous example for accepting behavior in our schools. It seems I need to look no further than the comments and sentiments that have been shared as school committee meetings. At these meetings I observed behaviors and verbiage that include lashing out at the LGBTQ community, lashing out at female constituent who happens to be a parent of bi-racial student, lashing out at my wife who is the only black Latino woman on the committee, as well as the organization Tri-Town Against Racism, the only community organization available in the tri-town that supports minority families who are suffering documented racial incidents. There is a theme here folks. There is only one person that along with his supporters, foster these personal attacks on other committee members multiple times in the school committee forum, sighting social media posts and continues to goes off the documented agenda in violation of committee rules, to fuel attacks on anyone that is actively working hard to improve scholastic life for all students regardless of race, gender or religion, while defending appropriate materials provided by students who have gone on record saying these materials helped them immensely. I ask what real value this individual brings to the community except constantly playing victim and spreading false and misleading information resulting in community division and dissention. All we are trying to do here is protect our kids from racism by working with the school officials to improve racial equality and leave reading materials to the existing policies, procedures and professionals and the individuals they serve. This is not the place for community members to air their personal attacks on other school committee members, racial organizations or their families. I think it is clear that if anyone needs to go as it was disrespectfully said at the last meeting, it is certainly not my wife. Thank you.*

**Elizabeth DiCarlo from Mattapoisett made the following statement:**

*Hello, my name is Liz DiCarlo and I live in Mattapoisett. I have been educating myself about our school committee ever since I heard about the controversy of books that are in our junior and senior high school. As a registered nurse, with a focus on health education, developing programs to meet people's needs, I was concerned about this approach to education. My modus operandi has always been to engage people in a meaningful dialogue and ensure that everyone is treated with dignity and respect throughout the process. Not being an academic educator, I felt it best to attend this district's school committee meeting, the subcommittees on equity and policy and the joint school committee, to listen and learn. I plan on going to the Mattapoisett one as well. Before the joint school committee last Thursday, I was informed by co-chairperson Hartley that I could sign up for the public comment period. I thanked her and responded that I would come to be a peaceful and calming influence at the meeting remembering what I had watched from the last school committee online. For over two hours, I listened to level of detail and decision-making that is always hard to follow without having the materials in front of you. What was not hard to follow was that when the business of the meeting ended, and the Chair recognized a school committee member who changed the entire tenure of what I considered a really productive meeting. And listened to the verbal assaults from a school committee member and his orchestrated town residents as they denigrated other school committee members, questioned whether there is a conflict of interest between elected school committee members and Tri-Town Against Racism and then insinuated that there was an unethical relationship between the ORR School Committee, school administration and Tri-Town Against Racism. It was truly reprehensible that the tirades were not stopped. And I really thank the so much Chairperson Smith for stating that you are not going to tolerate this anymore. I was overwhelmed at the negativity and the disrespect for one another and I really applaud you tonight for the actions you took around the library resources. Thank you very much for all of your work, it's hard.*

**Nicky Osbourne from Mattapoisett made the following statement:**

*My name is Nicky Osbourne and I live in Mattapoisett. I care very much about what is happening in the school because I see it as a microcosm of what's happening in the United States. I have grandchildren, I don't have kids in the school system but I think they're our future. And I think we have a responsibility to make sure that we prepare them for the world that they are about to enter and that we leave behind for them. I retired over forty years ago working in the field of developmental disabilities, mental health issues, substance abuse issues. I worked for Mass Rehab for a number of years. I saw and heard from people that were very marginalized, discriminated against, and felt their pain and their sorrow because simply they did not have the resources to support themselves. Without basic needs being met, as somebody else mentioned, we see an increase in joblessness, homelessness, brushes with the law, etc. that really need to stop earlier. I think the schools have a very important role to play in making these kinds of shifts. Because of the discrimination of race, ethnicity, age, disability and sex, doors are closed and many people are left to pick themselves up by the bootstraps. But as Martin Luther King said, 'It is a cruel jest to ask a bootless man to pick up his bootstraps when he has none.' We've made a lot of progress over the last 40-50 years, yet we have 24% of the poverty population made up of the black population, when they only represent 13% overall. Somehow it has become fashionable to turn back the clock. I don't understand it and I think it's very wrong. We have to reinforce our human rights, our dignity and respect for each other. And I think the schools really have a responsibility to help us in this right. Schools, I don't really know what kind of curriculum you have, I am learning myself but a curriculum on teaching justice and injustice and teaching about civic responsibility. I think there is something going on here but I am not sure what there is. I looked at the DESE website and saw this wonderful curriculum on justice. There may be others as well but I think it would behoove us to really look at that and see what we can do to create a better culture of inclusivity. I applaud the school committee on its anti-racism resolution which I understood passed by everyone. That's terrific. It says that we must guarantee that racist practices are eradicated and diversity, equity inclusion is embedded and practiced by our students, families, faculty and staff. How do we know that we are doing that? What kind of evaluation is being done? What kind of program is being put in place? I applaud the ethics committee in looking at the numbers and making sure that we look at these, month to month. I think the numbers can make a difference on what's happening but they only tell part of the story because there is a lot behind each one of those. Of which we shouldn't know about but shouldn't need to be talked about in public in the first place if we had an inclusive culture where it wasn't tolerated. I think if the schools put a system in place, and maybe that you do have one, where you really have a curriculum that you're evaluating, you have metrics that you are using to measure how you are doing. And that we really do try to create a microcosm and a reflection of the kind of world that we want to live in. Thank you very much.*

**Rhonda Baptiste from Rochester made the following statement:**

*My name is Rhonda Baptiste and I live in Rochester. I am the vice-president of TTAR and the parent of a junior high student. I appreciate your comments tonight and I feel compelled to speak after hearing misinformation about TTAR and I just want to set the record straight about TTAR and the reality of racism in our schools. Today on the radio, TTAR by a school committee member, was referred to as a version of Black Lives Matter. We were also referred to as a special interest group. Neither of these descriptions are true. We are a 501(c)3 non-profit working to create a more inclusive community. We were also accused of operating an intimidation, bullying and smearing campaign. This is 100% not true. The school committee member also claimed that racism was not a problem in our schools before now. This is provably untrue. When TTAR began over three years ago, BIPOC members of our community talked about racism that has been occurring in our schools*

*for generations. I attended public school in this district. I went to Rochester Memorial, I went to the junior high school and the high school. I graduated in 1993. Racism was experienced by my peers of color through my time in the district and it is still happening today. Furthermore, allow me to share a quote from former OR Superintendent Doug White from June 2, 2020, "Over the past couple of months, our district has been dealing with not only the Covid-19 pandemic that has impacted the daily education of our students. We also in the midst of some horrific racial events at local and national level that are causing pain, anger and hurt to too many of us in our community. Despite the efforts as an educational community to address and talk about racism through curriculum and training for both staff and students, we still have not been able to stop the deplorable racial actions and behaviors of some." Racism in our community is not new. It is not fabricated or exaggerated. It has always been here. The difference is that there are community members speaking out about the issue and the need for education support and resources. Any attempts to trivialize the racist incidents experienced by community members causes more harm to those already hurt. Any attempt to downplay the effects of these incidents on students and families causes harm. Our community is smart. We will not sit back and stay quiet when a school committee member is trying to gaslight a community to believe that racism is not a real problem. Thank you.*

**Anne Fernandes from Rochester stated she would hold her comments for the next Joint or Rochester School Committee meeting(s).**

**Karen Thomas from Rochester stated she would pass her time to Kathleen LeClair to speak this evening.**

**Kathleen LeClair from Mattapoisett made the following statement:**

*I would like to express that I have requested several times, you talked about following policy, we have a very clear violation of policy and state law because I have been unable to locate, I requested through public records request, proof of thousands of dollars worth of book donations to the school and you guys can't provide them. That is a violation of state law. And until we address that and until you guys start answering some of my emails, we are not going to be able to move forward from the issue. Thank you.*

Motion at 8:07 p.m. to enter executive session for the purpose of exception #3 and #7 and come out only to adjourn.

MOTION by Mr. Chisholm

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, McSweeney: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes)

Motion at 8:14 p.m. to come out of executive session and continue the regular meeting only to adjourn.

MOTION by Ms. Nye

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, McSweeney: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes)

Motion to adjourn at 8:15 p.m.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

9:0 (Chisholm; yes, Nye; yes, Monteiro; yes, Muse: yes, Bowman: yes, Kearns: yes, Smith: yes, Pires: yes, McSweeny: yes)

Submitted by  
Melissa Wilcox

# OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

March 1, 2023 at 6:30 p.m.

## Marion – Mattapoisett – Rochester, Massachusetts REGULAR MEETING MINUTES

**Members Present:** Michelle Smith, Acting Chairperson (in-person), Jason Chisholm (in-person), Margaret McSweeney (remote), Frances-Feliz Kearns (in-person), Joe Pires (in-person), Rosemary Bowman (remote) and April Nye (in-person) and James Muse (remote).

**Members Absent:** Matthew Monteiro.

**Others Present:** Michael S. Nelson, Superintendent of Schools

Meeting was called to order at 6:34 p.m. by Chairperson Smith. Ms. Smith informed everyone attending the meeting that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

### **XI. Executive Session**

Motion to enter executive session at 6:35 p.m.

MOTION by Ms. Nye

MOTION Seconded by Mr. Chisholm

ROLE CALL VOTE:

7:1 (Chisholm; yes, Bowman: yes, Nye; yes, McSweeney: yes, Kearns: yes, Smith: yes, Pires: yes, Muse: abstain)

Mr. Muse joined the meeting virtually at 6:38 p.m. when in executive session.

Motion to exit executive session and return to the regular meeting at 6:44 p.m.

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

8:0 (Chisholm; yes, Bowman: yes, Nye; yes, McSweeney: yes, Muse: yes, Kearns: yes, Smith: yes, Pires: yes)

### **V. General**

#### **A. Review of Open Meeting Law Complaint(s)**

**Superintendent Nelson made the following statement:**

*On February 14th - we received three open meeting law complaints from Ms. Kathleen LeClair of Mattapoisett. One complaint (was updated on - February 16th) is addressed to the Mattapoisett School Committee regarding policy KCD Public Gifts to Schools procedures and needs to be responded to by this committee, formally within 14 business days - per the instructions outlined by the Division of Open Government. The other two complaints are addressed to the Equity and Policy Subcommittees and will need to be responded to by those specific committees. I have shared the complaints with this committee in their entirety for your review and reference. My recommendation is for this committee to vote to delegate the*

responsibility to respond to the complainant to legal counsel through the superintendent and provide a copy of the response to the Attorney General within the 14 business day timeline.

Motion to delegate the responsibility to respond to the complainant to legal counsel through the Superintendent.

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Muse

ROLL CALL VOTE:

8:0 (Chisholm; yes, Bowman: yes, Nye; yes, McSweeney: yes, Muse: yes, Kearns: yes, Smith: yes, Pires: yes)

## **B. School Committee Social Media Accounts**

Chairperson Smith made the following statement:

*It has come to my attention that there has been a post on the ORR Facebook page that is not agenda related or discussed with this body as a whole. It has been my understanding that the ORR school committee page is that, it's function is to share school committee meetings, our public meetings, or post school related information that the School Committee has voted on and approved for distribution. With that said, the post on Saturday February 18, I feel does not fall in any of these categories related to that particular post, which was about the received open meeting law complaints. As the chairperson I found this very concerning, and this issue needs to be addressed immediately for clarity and redirection.*

## **SCHOOL COMMITTEE FEEDBACK:**

Ms. McSweeney inquired as to who manages the ORR School Committee Facebook page.

Chairperson Smith responded that member Joe Pires manages the page.


Ms. McSweeney asked if all committee members have access to the page or have liked the page or are aware of the page. Mr. Pires stated that the Facebook page was a brain child of the communications subcommittee. It was intended to create awareness, be well-rounded on anything related to the board and the school. The outline Ms. Smith gave is not 100% accurate. Anything related to the school board can be posted on that page. The idea of posting the complaints was basically to tell the community that we are going to go through this and stand by it. It's public record that the information is available to the general public. We haven't met as a subcommittee. The goal from last year was to meet with Superintendent Nelson and members of that subcommittee to discuss policy and move forward. I propose that we take the page down and set-up a communications subcommittee meeting to further discuss the page.

Ms. McSweeney recommended that if and when we are updating the Facebook page that we turn comments off. Messaging can still be available - have it be a place to acknowledge information to the public to get messages out and not have dialogue. Also, have an updated list of committee members which mimics our website. Mr. Pires agreed.

Ms. Nye asked Mr. Pires who else is an admin on the Facebook page. Mr. Pires explained that in the past it was himself and Heather Burke. She is no longer an admin as she is no longer on the School Committee. Ms. Nye agreed that it should be only for informational purposes and maybe it should be posted as himself and not anonymously. Mr. Pires stated that it only shows as the page when posting because it's a business page, not an individual. Mr. Pires expressed that it should be all the members of the communications subcommittee as admin on the page and if a meeting is held they can clarify/confirm that. Ms. Nye stated on other pages that she runs, she can see who has posted it. Mr.



Pires stated you could never see his name on the posts on that page, it was always done as the page itself.

Mr. Chisholm stated that it could be unclear to the public which committee member is posting on that page. Mr. Pires asked why is that relevant, are we not wanting the public to know about the complaints?  Chisholm said that if Mr. Pires is the only admin on the page - Mr. Pires said you want me to have all the responsibility and you do not want the responsibility? Ms. Nye stated that is not what she meant, but if the public cannot see who is posting it, you are representing all of us. The page has never been discussed in this committee this year. You shared the information on the 18th but the open meeting law complaints from earlier this year were not shared on this page. Mr. Pires believed they were shared on social media. Chairperson Smith clarified that they were posted on personal pages and not on the ORR school committee page. She continued that if it's shared on the ORR page it is supposedly from all of us, it shouldn't be just what one person wants to post.

Mr. Pires stated that the page has been up for almost six years and discussed in almost every communications subcommittee meeting. Before it was Heather Burke and this year it was himself. Typically, it has been good events that are happening at the school, committee meetings, agendas, anything relevant to the school board. He thinks it should be made formal and have a subcommittee meeting to discuss everything that Ms. Nye is talking about. Ms. Nye said that if it is meant to be everything that we are doing, it came across this time that the post was just page by page of the open meeting law complaints. When she looked back to the previous complaint, she only found the video of the meeting, not the actual complaint posted. The transparency piece and who is posting it, that is important. She also feels that it should not just have one admin.

Mr. Muse asked to confirm who is on the communications subcommittee. Ms. Wilcox stated that members this year are Ms. Smith, Mr. Pires and Ms. Bowman. Mr. Muse continued that his concern with the current post is that it went ahead before the committee discussed any of it. It is public knowledge, nothing is being hidden but the committee should discuss the happenings and address it and move forward. Mr. Muse stated that Facebook and social media can be a great tool but it is far more likely that it can be dangerous and cause mishaps. He thinks this is an unfortunate mishap because there is a complaint, which he understands needs to be addressed but the nature of seeing it on social media has other connotations to the general public. The committee should have decided if we wanted to post something there. Mr. Muse said that he does not feel that the Facebook page or communications subcommittee are not directly benefiting our students and both should be disbanded.

Ms. McSweeney stated that she agrees with Mr. Muse about the open meeting law complaint post. The ones earlier this year are not on that page. Consistency and transparency are important as she has said before. She agrees that we should not be posting any complaints until they are discussed with the committee.

Mr. Pires explained that last year Mr. Muse had asked for something related to the budget to be posted on the page and similar to this there was a little bit of controversy to that as well. He stated we agreed to come up with some sort of policy. We should meet as a communications subcommittee and go over the details and come up with a plan or policy. One of his issues early on was the general public doesn't get the information readily available. Having something that is pushing out the information is extremely valuable.

Mr. Muse agreed that there was something posted last year and it was deemed inappropriate and it was taken down. As a member of the committee and when the committee agrees on something, he agrees with the committee. This is the place where we should be having the discussions in a public format and social meeting is not controlled. When anything other than the school calendar, and things like that are put there, very little can be noncontroversial. Posting it, having opportunity for comments, and the page being visible for open discussion in that way. He agrees that the post was removed last year and that the particular post should come down now as well. One step further, since the communications subcommittee hasn't even met this year or had any discussions then this page is a runaway train. Not only should we not have the page, Mr. Muse does not see the need given the circumstances, for the communications subcommittee.

Ms. Kearns commented that she remembers having conversations about the individual schools having their own social media. She continued that maybe that would be the better place to communicate about what is going on in the district moving forward. She supports Mr. Muse's comments since members of the communications subcommittee have not met and we have other avenues that we can communicate what is going on in the district.

Ms. Nye stated she is not necessarily for disbanding the communications subcommittee. Her issue was about this specific post and just the transparency of where it is coming from. She thinks there needs to be more people involved. Chairperson Smith said there are a couple of options to explore that the subcommittee can review if they meet or we can discuss as a whole committee. Ms. Nye stated she would be willing to be on the committee.

Mr. Pires said that if you look at school boards across the country, there is representation on social media for practically every school district. To take a webpage down because someone does not understand how it works, it should be a discussion to come up with a policy or a plan. Chairperson Smith confirmed that we are not taking it down forever, just until we can discuss it. Mr. Muse commented that he does understand social media and also understands the benefits but also the dangers and he thinks the dangers aren't being addressed.

Motion by Mr. Pires to take down the ORR School Committee Facebook page until the Communications Subcommittee meets to make a recommendation.

MOTION by Mr. Pires

MOTION Seconded by Ms. Bowman

ROLL CALL VOTE:

8:0 (Chisholm; yes, Bowman: yes, Nye; yes, McSweeney: yes, Muse: yes, Kearns: yes, Smith: yes, Pires: yes)

### **C. FY24 Budget Discussion**

#### **Superintendent Nelson made the following statement:**

*The budget subcommittee has been busy at work developing a budget that aims to be both programmatic and fiscal responsibility. In other words, the primary focus of the budget subcommittee has been understanding and then striving to develop a budget that provides the resources necessary to meet the educational needs of our students - while accounting for available funding resources. First, the budget subcommittee analyzed and discussed the financial landscape of the District regarding funding projections and revenues. Next, the budget subcommittee identified contractual obligations, fixed costs, and determined projected utility costs. Furthermore, the budget subcommittee identified and considered potential budgetary requests from*

*administration. At the budget subcommittee's last meeting, appointed budget subcommittee, school committee members endorsed a FY24 proposed draft budget for the 2023-2024 school year.*

*To achieve this, the budget subcommittee has made adjustments to the operating budget compared to FY23. These adjustments will decrease staffing in multiple departments, decrease technology resources, decrease academic resources, and decrease facilities resources compared to FY23. The impact of rising retirement obligations and projected utility costs have created daunting challenges this budget season.*

*Regarding state funding, this proposed budget was built on projections knowing the governor's preliminary budget had not yet been released when the subcommittee last met. At this point, the overall Old Rochester Regional School District budget proposed for FY24 represents a 3.56% overall increase compared to the FY23 operating budget.*

*Since the last time the budget subcommittee met, the governor's preliminary budget has been released. Therefore, the budget subcommittee will convene in the near future to make any needed adjustments to the proposed FY24 draft budget. I share this information with the whole committee tonight to update you on the current status of the budget process and knowing that the committee will need to vote on a FY24 budget at a public hearing in the near future. No action is required of the committee tonight, instead this update is intended for informational purposes only. The proposed FY24 budget has been shared with town administrators and finance directors and we will continue to update them on our budget development work.*

Chairperson Smith commented that the budget subcommittee has completed a lot of work. It has been very hard, and although not happy about the situation, it could be worse. Superintendent Nelson stated that the focus still remains what our students need now and what they will need going forward.

#### **D. Appointment of Treasurer**

##### **Superintendent Nelson made the following statement:**

*Based on the resignation of Treasurer, Mr. Michael Perrone - the District's Treasurer position was posted on January 6th of 2023, a hiring committee was formed, and the search process was completed. The finalist for the position possesses approximately 19 years of relevant experience and direct experience with treasurer duties. As a result, it is recommended that the school committee appoint Ms. Cristina Gagnon as the Old Rochester Regional School District treasurer pursuant to successful contract negotiations.*

Motion by Ms. Kearns to appoint Ms. Christina Gagnon as the Old Rochester Regional School District as presented.

MOTION Seconded by Mr. Chisholm.

ROLL CALL VOTE:

8:0 (Chisholm; yes, Bowman: yes, Nye; yes, McSweeney: yes, Muse: yes, Kearns: yes, Smith: yes, Pires: yes)

##### **OPEN COMMENTS: Chairperson Smith read the following statement:**

*Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the*

*committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

**Karen Thomas from Rochester made the following statement:**

*I wanted to follow-up on the ORR meeting on December 14th. There was a request that ten books be reviewed to see if they are appropriate for school. Just going forward, to be transparent, I hope there is going to be a plan of some form of communication to the community for those books, but also any in the future that may be deemed needing review. Perhaps maybe a discussion at the next meeting or a meeting in the future. I am personally interested and would like to know because there was a lot of discussion going back.*

Motion to adjourn at 7:18 p.m.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Muse

ROLL CALL VOTE:

8:0 (Chisholm: yes, Bowman: yes, Nye: yes, McSweeney: yes, Muse: yes, Kearns: yes, Smith: yes, Pires: yes)

Respectfully Submitted,

Melissa Wilcox

Recording Secretary

**ORR BUDGET SCHOOL COMMITTEE MEETING  
BUDGET SUBCOMMITTEE MINUTES**

**October 19, 2022 at 5:00 p.m.  
Via Zoom**

**COMMITTEE MEMBERS PRESENT:** Jason Chisholm, James Muse and Matthew Monteiro (alternate).

**COMMITTEE MEMBERS ABSENT:** Michelle Smith

**ADMINISTRATORS PRESENT:** Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Sharlene Fedorowicz, Asst. Supt. of Teaching & Learning, Michael Devoll, Principal, High School, Silas Coellner, Principal, Jr. High School and Vanessa Harvey, Asst. Principal, High School.

Mr. Muse called the meeting to order at 5:08 p.m.

**SUMMARY OF DISCUSSION:**

To begin the meeting, Superintendent Nelson reviewed recent budget development processes with the school committee. Next, Mr. Barber and Superintendent Nelson reviewed with the school committee an overview of the Zero Based Budget approach being utilized to build the FY2024 school budget. Additionally, Mr. Barber and Superintendent Nelson discussed the impact of projected mandates and contract obligations that would have to be included in the budgeting process. Before closing the meeting, administration provided initial feedback to the school committee regarding budgetary considerations for educational programming. The Budget Subcommittee agreed that at the next scheduled meeting they would review a first draft of the FY2024 budget and discuss the priorities of the school district in regard to needs.

Meeting was adjourned at 5:59 p.m.

Motion by Mr. Chisholm to adjourn the meeting at 5:59 p.m.

Seconded by Mr. Muse.

Motion carried 3-0.

The next meeting of the Budget Subcommittee is scheduled for December 14, 2022 at 5:00 p.m.

Respectfully submitted,



Michael S. Nelson  
Superintendent of Schools

**ORR BUDGET SCHOOL COMMITTEE MEETING  
BUDGET SUBCOMMITTEE MINUTES**

**February 6, 2023 at 5:00 p.m.  
Via Zoom**

*Please note the December 14, 2022 Budget Subcommittee was cancelled.*

**COMMITTEE MEMBERS PRESENT:** Michelle Smith (in-person), Jason Chisholm (remote), James Muse (remote) and Matthew Monteiro (alternate) (in-person).

**COMMITTEE MEMBERS ABSENT:** None

**ADMINISTRATORS PRESENT:** Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Sharlene Fedorowicz, Asst. Supt. of Teaching & Learning, Craig Davidson, Director of Student Services, Michael Devoll, Principal, High School, and Silas Coellner, Principal, Jr. High School

Ms. Smith called the meeting to order at 5:10 p.m.

**SUMMARY OF DISCUSSION:**

To begin the meeting, those present introduced themselves. Superintendent Nelson reviewed the last meeting. Superintendent Nelson and Mr. Barber discussed the impact of projected mandates and contract obligations that would have to be included in the budgeting process. Mr. Barber provided an update on the status of the budget and presented what a level service budget would be projected at for FY24. Additionally, Mr. Barber compared this projected budget to previous year's school budgets. The budget subcommittee discussed challenging the fiscal environment in this budget season based on current known costs and projections. Before closing the meeting, administration provided feedback to the school committee regarding budgetary considerations for educational programming. The committee members also provided feedback.

The next meeting is scheduled for February 9, 2023 at 4:30 p.m.

Meeting was adjourned at 5:55 p.m.

Motion by Mr. Muse to adjourn the meeting at 5:55 p.m.

Seconded by Mr. Chisholm.

Motion carried 3-0.

Respectfully submitted,



Michael S. Nelson  
Superintendent of Schools

**ORR BUDGET SCHOOL COMMITTEE MEETING  
BUDGET SUBCOMMITTEE MINUTES**

**February 9, 2023 at 4:30 p.m.  
Via Zoom**

**COMMITTEE MEMBERS PRESENT:** Jason Chisholm (remote), James Muse (remote) and Matthew Monteiro (alternate) (in-person).

**COMMITTEE MEMBERS ABSENT:** Michelle Smith

**ADMINISTRATORS PRESENT:** Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Craig Davidson, Director of Student Services, Michael Devoll, Principal, High School, and Silas Coellner, Principal, Jr. High School

Mr. Muse called the meeting to order at 4:32 p.m.

**SUMMARY OF DISCUSSION:**

To begin the meeting, Superintendent Nelson reviewed the last meeting's activities including looking at the first draft of the FY24 school budget. Mr. Barber provided an update on the status of the budget and the administration provided feedback to the school committee members regarding budgetary considerations for educational programming. Next, Mr. Barber recommended that the budget subcommittee begin to look at potential reductions in all departments, including staffing. A preliminary conversation was had by the budget subcommittee on how potential staff reductions could be made and what impact they would have on teaching and learning. Furthermore, the budget subcommittee reviewed available fiscal offsets and what other revenue sources could be available. The committee members also provided feedback.

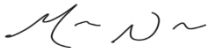
Meeting was adjourned at 4:58 p.m.

Motion by Mr. Chisholm to adjourn the meeting.

Seconded by Mr. Muse.

Motion carried 2-0.

Respectfully submitted,



Michael S. Nelson  
Superintendent of Schools

**ORR BUDGET SCHOOL COMMITTEE MEETING  
BUDGET SUBCOMMITTEE MINUTES**

**February 17, 2023 at 12:00 p.m.  
Hybrid**

**COMMITTEE MEMBERS PRESENT:** Jason Chisholm (remote), James Muse (remote), Michelle Smith (remote) and Matthew Monteiro (alternate) (remote).

**COMMITTEE MEMBERS ABSENT:** None

**ADMINISTRATORS PRESENT:** Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Craig Davidson, Director of Student Services, Michael Devoll, Principal, High School

**OTHERS PRESENT:** Shay Assad, Marion Finance Committee (remote)

Meeting called to order at 12:03 p.m. by Ms. Smith

**SUMMARY OF DISCUSSION:**

Superintendent Nelson and Mr. Barber provided an update on the status of the FY24 budget development process. Specifically, Mr. Barber discussed what internal work had been completed on the budget development since the last time the budget subcommittee convened. Next, Mr. Barber presented a new FY24 school budget draft proposal that included reductions in staffing and other non staffing resources. Furthermore, the discussion included utilities adjustments that could be made, information regarding the governor's budget and future potential staffing adjustments. Also, Mr. Barber discussed the regional agreement's assessment allocation as borne by the three towns. Mr. Barber explained how the draft FY24 school budget draft proposal would be allocated across the three towns if no other changes were made. The budget subcommittee agreed to reconvene at a later date.

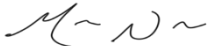
Meeting was adjourned at 12:38 p.m.

Motion by Mr. Muse to adjourn the meeting.

Seconded by Mr. Chisholm.

Motion Carried 3-0.

Respectfully submitted,



Michael S. Nelson  
Superintendent of Schools



**ORR BUDGET SCHOOL COMMITTEE MEETING  
BUDGET SUBCOMMITTEE MINUTES**

**March 8, 2023 at 12:00 p.m.  
Hybrid**

**COMMITTEE MEMBERS PRESENT:** Jason Chisholm (remote), James Muse (remote), Michelle Smith (remote) and Matthew Monteiro (in-person) (alternate).

**COMMITTEE MEMBERS ABSENT:** None

**ADMINISTRATORS PRESENT:** Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, and Michael Devoll, Principal, High School

**OTHERS PRESENT:** Shay Assad, Marion Finance Committee (in-person)

Meeting called to order at 12:05 p.m. by Mr. Muse.

**SUMMARY OF DISCUSSION:**

Superintendent Nelson and Mr. Barber provided an update on the status of the FY24 budget. To start, Mr. Barber discussed the preliminary Governor's Budget for Massachusetts and how it would directly impact education and the Old Rochester Regional School District. Specifically, Mr. Barber unpacked the state aide that would be available to the budget subcommittee based on the preliminary Governor's Budget. Next, Mr. Barber discussed the changes that had been made to the FY24 school budget draft proposal since the last budget subcommittee meeting. This included adjustments to regular education staffing at the high school and other bargaining units. Moreover, Mr. Barber discussed the potential impact the draft budget would have on all departments, including technology and facilities. Mr. Barber discussed capital stabilization strategy as related to FY24 and debt service obligations. The school committee members unanimously agreed to share the FY24 Proposed Budget to the public budget hearing on March 15, 2023.

Motion to approve sharing the FY24 budget at the public hearing on March 15<sup>th</sup>.

Motion by Mr. Muse.

Seconded by Ms. Smith.

Motion carried 3-0.

Meeting was adjourned at 12:40 p.m.

Motion by Mr. Chisholm to adjourn the meeting.

Seconded by Ms. Smith.

Motion Carried 3-0.

Respectfully submitted,



Michael S. Nelson  
Superintendent of Schools

**School Choice Enrollment Analysis**  
**March 15, 2023**

<b>Grade Level</b>	<b>Enrollment As Of March 15, 2023</b>	<b>Approximate Enrollment for 2023-24</b>
7th Grade	18	
8th Grade	16	18
9th Grade	17	16
10th Grade	17	17
11th Grade	15	17
12th Grade	19	15
12 plus	1	1
<b>TOTAL</b>	<b>103</b>	<b>84</b>

**IMPORTANT INFORMATION:**

To date the school committee has approved 125 school choice slots.

<b>Grade Level</b>	<b>Current Applications</b>
7th Grade	7
8th Grade	5
9th Grade	10
10th Grade	2
11th Grade	1
12th Grade	
12 plus	
<b>TOTAL</b>	<b>25</b>



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

# Memo

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

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

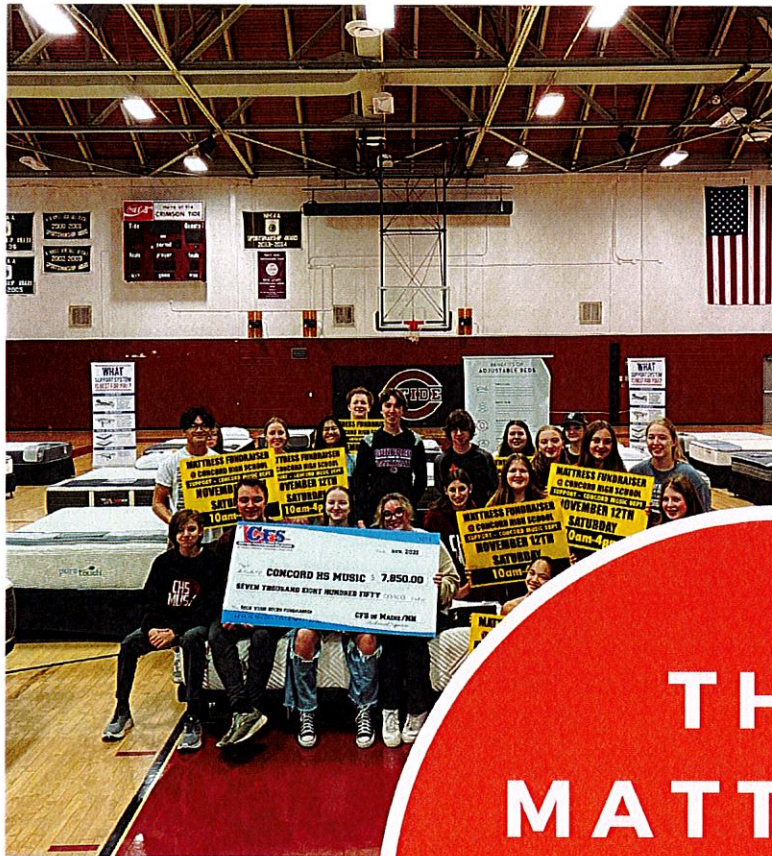
**Date:** March 15, 2023

**Re:** School Choice Motion - FY24 School Choice

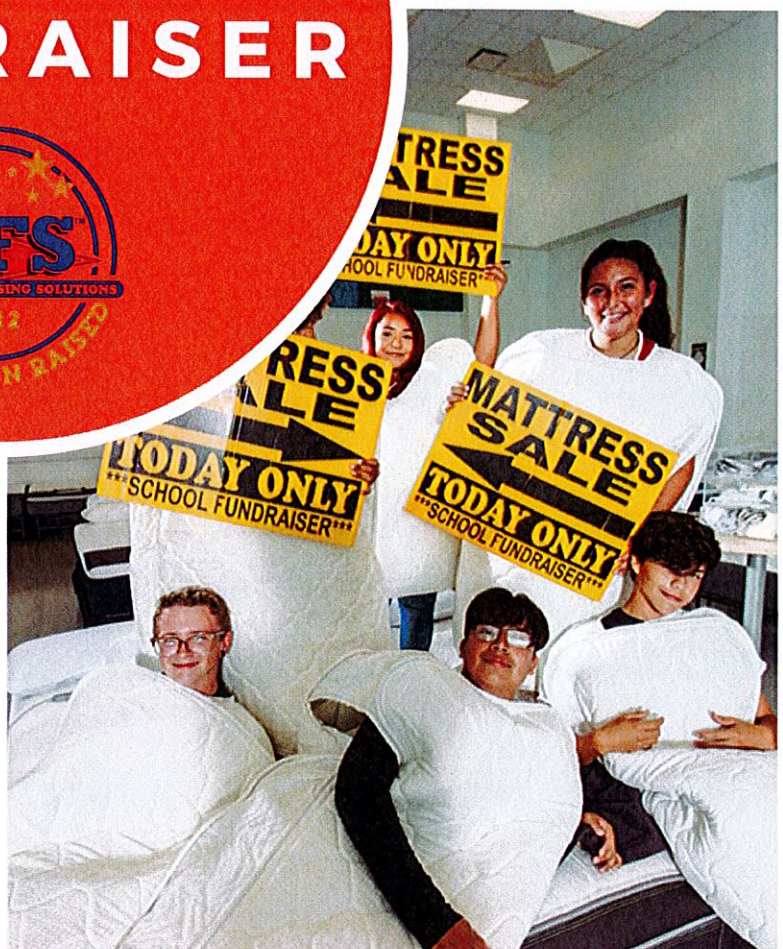
**Motion:**

To maintain the maximum number of school choice slots of one hundred and twenty-five (125) students in grades 7<sup>th</sup> through 12<sup>th</sup> for the 2023-2024 school year, capping 7<sup>th</sup> grade at 20 school choice students, capping 8<sup>th</sup> grade at 5 school choice students, with the understanding that preference will be given to students entering grades 7, 8 and 9.



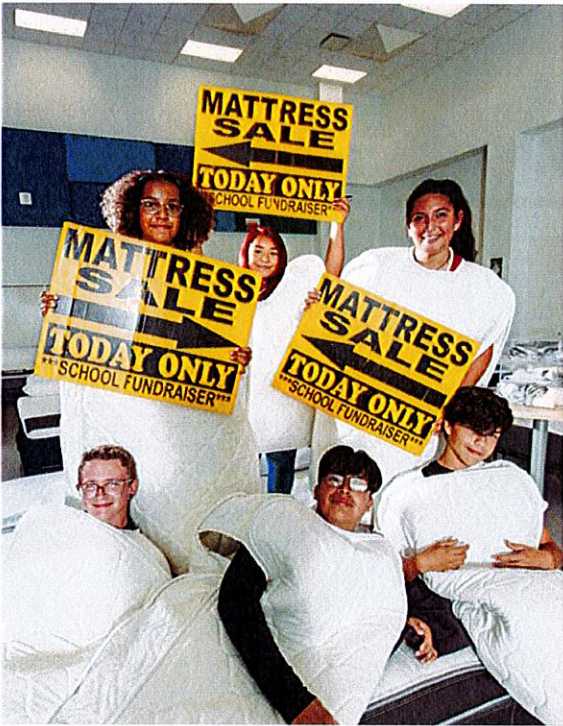


# THE MATTRESS FUNDRAISER



**RAISE \$5,000 - \$10,000 OR MORE IN  
ONE SINGLE DAY**





## HOW IT WORKS

### WE BRING THE SHOWROOM TO THE SCHOOL!

Customers can test out over 25 brand new, brand name beds in all different styles and feels just like they would at the stores. Once you find the one for you, we'll have it made to order in any size you need right at the factory! Save 30-50% AND help out the kids!

## HOW TO HELP

### NEED A NEW MATTRESS?

GREAT! Come on in and we'll help you find what you're looking for

### NOT IN THE MARKET FOR A NEW BED?

No problem! All we need is your help spreading the word and finding someone you know who DOES need a new bed!

### FLYERS, FACEBOOK, WEEKLY EMAILS

We provide you with all the content to share. Text out student flyers, join our Facebook event page, share our posts and forwarding our emails

## \$5,000+ IN ONE DAY

Every purchase made the day of the sale will benefit the program. On average, groups raise between \$5,000 - \$10,000 in ONE SINGLE DAY, all while providing their community with a fun, stress free way to save money on a better night's sleep.

FIND AT LEAST **ONE PERSON** IN YOUR CIRCLE OF FRIENDS AND FAMILY WHO NEEDS A NEW BED AND SEND THEM INTO THE SALE!



# A VERY DIFFERENT FUNDRAISER...

OUR NATIONAL PROGRAM BUILDS TEAMWORK & RAISES THOUSANDS OF DOLLARS IN A SINGLE DAY!

COACHES DON'T COLLECT ANY MONEY!

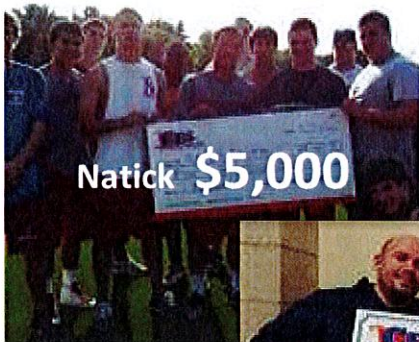
KIDS DON'T DO ANY SELLING!

ZERO COST TO THE TEAM OR SCHOOL!

YOU DON'T TAP THE SAME BUYER POOL YEAR AFTER YEAR....

IF AUNT SALLY DOESN'T NEED A NEW MATTRESS, SHE DOESN'T BUY ONE!

**ALL YOU DO IS SPREAD THE WORD & COLLECT A BIG CHECK:**



## **LOCAL PRAISE FOR CFS BOSTON:**

*"Thank you for giving us the opportunity to run the 1<sup>st</sup> sale in Mass, a complete success"*

-Mark Mortarelli, Head Coach, Natick HS

*"The Marshfield Friends of Music raised over \$16,000 and I highly recommend them to any school group!"* - David Kaminski, BD

Marshfield HS

*"We'll be working with Jack for many years!"*

- Phil Goldberg, Head Coach, Newton North

*"In less than 7 hours, we made over \$6,200. How easy was that! Easiest fundraiser ever"*

-Patrick Barry, Gloucester HS

*"\$10,180... amazing"*

-Ray Ponte, Director of Music, East Bridgewater Jr/Sr. HS

*"A huge success, raising over \$8,300... I will never do any other fundraiser ever again, Custom Fundraising Solutions and Jack Isaacs are the real deal. Thank you!"*

- Andy Troyanos, Music/Band Teacher, Mashpee HS

## **SO WHY MATTRESSES????**

9.9% of the population is in the market for a new mattress every year... our program **ELIMINATES** the cost of a showroom, and **GREATLY REDUCES** advertising costs compared to traditional mattress stores. Which means we can sell amazing new beds at 30%-50% below retail! And it doesn't take too many mattresses to raise your group **THOUSANDS OF DOLLARS!!**







## Old Rochester Regional School District

### Massachusetts Superintendency Union #55

In December 2022, The Old Rochester Regional School District/Early Childhood Office was the recipient of the [ParentChild+](#) expansion grant as part of the DEEC Community Engagement and Connecting Families (CFCE) Grant and collaboration with Wareham Public Schools.

[ParentChild+](#) provides one on one **in-home enrichment** programs for families, caregivers and communities to support early literacy, school readiness and early opportunities.

In January, the Old Rochester Early Childhood Coordinator, Doreen Lopes participated in a nationwide Professional Development with Early Childhood Specialists from 30 different states across the US. For over 50 years, ParentChild+ has been leveling the playing field, ensuring that children start school and life ready to succeed.

[ParentChild+](#) is offered at no cost to the family and is a program that supports parents in preparing their children for academic success, strengthening families and communities through enriching interaction and programming.

The home visiting model takes place with a highly trained Early Learning Specialist (ELS)

- ELSs provide a high-quality book, toy, or art materials and tip sheets to families on the first visit each week.
- The materials are **gifts** to families to support ongoing exploration and learning.
- Early Learning Specialists coach and guide parents in sensitively responding to their children.
- Early Learning Specialists model techniques to guide parents in enjoyable and playful interactions.

If you or you know of a family with children aged 18-36 months old and live in the towns of Mattapoisett, Marion or Rochester, please forward this email or complete this form:

[ParentChild+ Interest Form](#) and I will reach out immediately to set up an introduction.



# Old Rochester Regional School District

## Massachusetts Superintendency Union #55

# ParentChild+

## Equal Possibilities From The Start

### Our Purpose

Our mission is to ensure that all children regardless of their race, socio-economic status, or zip code have equal possibilities from the start.

We work with families, caregivers, and communities to support not only early literacy and school readiness, but early opportunities.

We support parents in preparing their children for school success, highlighting their role as their children's first and most important teachers.

### CHALLENGES

Children have only 1,800 days from birth to the start of kindergarten. Each of these days is critical to their school readiness and success.

### SOLUTIONS

Early Childhood Specialists work with families, caregivers, and communities to support not only early literacy and school readiness, but early opportunities.



Families receive 46 high quality books and educational toys

### IMPACT

1

ParentChild+ graduates enter school performing 10 months above their chronological age.

2

ParentChild+ graduates are 50% more likely to be prepared for kindergarten than their socio-economic peers

3

ParentChild+ graduates scored 2 times higher on social-emotional skills than their peers.



Old Rochester Regional School District  
Massachusetts Superintendency Union #55

#### EARLY CHILDHOOD OFFICE



508.758.2772 ext. 1942



[www.oldrochester.org](http://www.oldrochester.org)



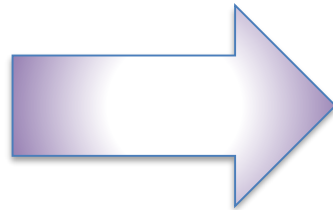
135 Marion Road, Mattapoisett MA



# Safe and Supportive Schools Framework Implementation Guide and Self-Reflection Tool

The [Safe and Supportive Schools \(SaSS\) Framework and Self-Reflection Tool](#) offers a comprehensive process for school teams to use in collaborative reflection, planning and implementation efforts. For more details see this [video](#) or this [feedback](#) page.

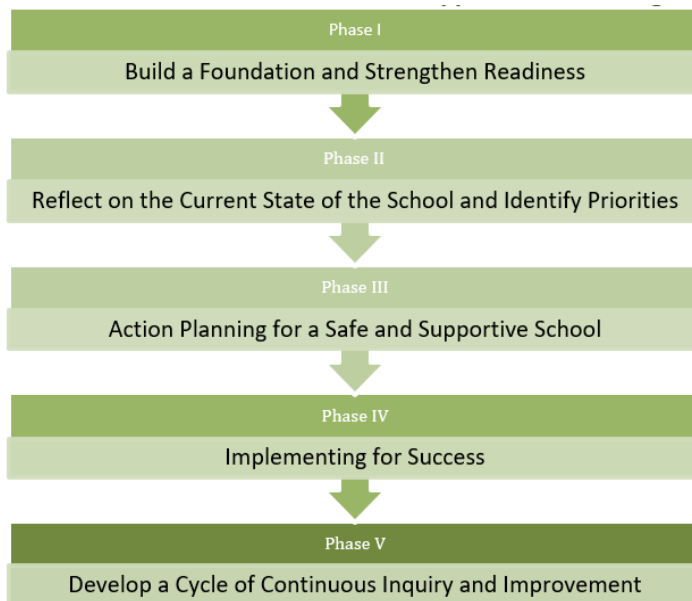
The foundation for the SASS Framework are the [Essential Elements](#) of a Safe and Supportive School



## Essential Elements of Safe and Supportive Schools



## A Five-Phase Approach to Creating a Safe and Supportive School



The SaSS Framework guides school-based teams through a phased process to create plans based on their local context through a data informed examination of student needs and opportunities, school operations, personnel, processes, policies, family connections, and community services and partnerships available to create a safer and more supportive school climate and culture.

The process supports a locally run approach for school teams to lead the entire staff to develop a deeper awareness of the benefits of the Essential Elements of a safe and supportive school, and the need to make their own school safer and more supportive.

## Implementation Levers

There are six defined [Implementation Levers](#) which include guiding questions and rubrics that speak to a number of areas of school operation in which to focus the planning, implementation, and continuous improvement of initiatives, activities, and other work associated with a school's implementation of the SaSS Framework.

Lever 1: Leadership and Culture

Lever 2: Family and Community Engagement

Lever 3: Professional Learning Opportunities

Lever 4: Access to Resources and Services

Lever 5: Teaching and Learning

Lever 6: Policies and Procedures

The Essential Elements are used as Indicators within each of the Levers to help teams gauge how each of them is in evidence within a school, and where progress needs to be made to improve conditions and outcomes for students, staff, families, and communities.

## SaSS Self-Reflection Tool

The [Self-Reflection Tool](#) is aligned to the Implementation Levers and has two parts. The *Preliminary Self-Reflection* is for teams to use during Phase I to explore how the Essential Elements are currently being practiced or are already embedded in the school, and where gaps exist – and to consider priority areas for greater focus. During Phase II, the planning team uses the *Deeper Dive Self-Reflection* to identify areas where additional school-based action, efforts, guidance, and support are needed to create, expand upon, and maintain safe and supportive schools.

The screenshot shows the 'Preliminary' section of the tool. It includes instructions for users to indicate their level of agreement with statements regarding school climate and safety. Two questions are visible: Q1 asks about the school's current strengths regarding a safe learning environment, and Q2 asks about the greatest concerns. Below the questions is a scale for agreement: 1=Strongly, 2=Disagree, 3=Agree, 4=Strongly, and (Unknown or No). The page also has navigation links for Home, Read Framework Document, and Sign Out.

The screenshot shows the 'Deeper Dive' section of the tool. It features a navigation menu with buttons for each of the six implementation levers: Leadership & Culture, Family Engagement, Professional Learning Opportunities, Access to Resources and Services, Teaching & Learning, and Policies and Procedures. Below the menu, there is a 'Go to next page' button and a 'Using these screens' section that explains how to navigate the tool. A 'Team Response' dropdown menu is also present. The page includes a detailed description of 'IMPLEMENTATION LEVER 1: Leadership and Culture' and a section for 'Guiding Questions' to be used in a reflective process. Navigation links for Home, Read Framework Document, and Sign Out are at the top right.

The self-reflection tool is designed to inform *Action Planning* (Phase III) and Implementation efforts (Phase IV). This work is intended to be a part of ongoing Cycles of Continuous Inquiry and Improvement (Phase V).

Together the Safe and Supportive Schools Framework [Implementation Guide](#) and [Self-Reflection Tool](#) provides a thoughtful and inclusive process for districts and schools to use to examine current operations; identify strengths, challenges, and growing edges; and create, implement, and assess concrete plans to improve school climate, culture, and safety for every student from every identity and background – and to support all staff, families, and partners too.

## **PROCEDURE FOR FILING**

### **PROCEDURE FOR FILING A REQUEST FOR REVIEW OF MATERIALS AND BOOKS**

#### **1. Procedure:**

- A. If a person has a reason to believe that some curriculum material or book is objectionable, biased, misleading, or false, the person should contact the appropriate principal. If informal discussion does not resolve the question, the person making the request shall be required to fill out a request for review form. Once the request has been filed, it will be forwarded to the Assistant Superintendent who will convene the appropriate committee.

The questioner and the Standards Committee shall be requested to review the entire book or material and evaluate it in light of the criticism presented. (Many times a questioner has not looked at the complete book or material, but rather has taken something out of context.)

A meeting will be called at a time convenient to all. The questioner may present information relating to the review request. Other pertinent facts and information will be considered and the committee will make a decision. A majority vote of the Standards Committee will decide the issue.

- B. If the decision is not satisfactory, an appeal may be made to the Superintendent who will meet with the questioner and render a decision.
- C. If the Superintendent's decision is unsatisfactory, it may be appealed to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time. All decisions will be confirmed in writing.

#### **2. Standards Committee:**

The Committee will consist of:

- 1. School Committee member
- 2. Assistant Superintendent
- 3. Principal or Assistant Principal
- 4. Teacher using material or book
- 5. Appropriate subject area coordinator from the District

**Note:** Members 4 and 5 may change due to the nature of the material or area where it is used. This could include librarians or teachers.

3. Since the diversity and range of materials are greatest in the libraries, the selection process for library materials is attached for informational purposes.

**Approved at the Joint School Committee Meeting of October 25, 2012.**

**Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979**

**Cross Ref. KE**

12/12/2022  
Principal Michael Devoll  
Old Rochester Regional High School  
135 Marion Rd, Mattapoisett, MA 02739

To Principal Devoll,

It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and peoples' concerns can be addressed.

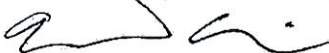
This submission is being made under the existing policy, IJ-R - Reconsideration of Instructional Resources, that has been in place since 2012, and the outcome of this review should be enforced following that same policy.

I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse.

I've attached a review request form for each book. For convenience, the books are listed below:

"Gender Queer: A Memoir" by Maia Kobabe  
"Lawn Boy" by Jonathan Evison  
"All Boys Aren't Blue" by George M. Johnson  
"Out of Darkness" by Ashley Hope Pérez  
"The Hate U Give" by Angie Thomas  
"The Absolutely True Diary of a Part-Time Indian" by Sherman Alexie  
"The Bluest Eye" by Toni Morrison  
"Beyond Magenta" by Susan Kuklin  
"Flamer" by Mike Curato  
"Let's Talk About It" by Erika Moen and Matthew Nolan

Thank you for your consideration,



Matt Monteiro





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

Marion - Mattapoisett - Rochester  
135 Marion Road  
Mattapoisett, MA 02739

[www.oldrochester.org](http://www.oldrochester.org)

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

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

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

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

**Craig J. Davidson, M.Ed.**  
Director of Student Services

**Review of Library or Instructional Materials  
Committee Report**

<b>Title</b>	All Boys Aren't Blue
<b>Author/Producer</b>	George M. Johnson

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No     If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Recommended in Senior High Core Collection (previously Wilson's High School Catalog)

**A partial list of awards and accolades that this book has earned from school and library professionals, students, reading and media specialists, and educational institutions:**

- Rainbow List: Top Ten LGBTQ Books for Children and Teens: Commended, 2021
- American Indians in Children's Literature (AICL): Lists of Best Books: High School Selection, 2021
- YALSA's Amazing Audiobooks for Young Adults: Selection, 2021
- YALSA's Teens' Top 10: Selection, 2021
- Goodreads Choice Award for Memoir & Autobiography: Nominee, 2020
- Outstanding Books for the College Bound: Literature and Language Arts: Selection, 2019
- New York Library Best Book of 2020
- Chicago Public Library Best Book of 2020
- Kirkus Reviews Best Book of 2020

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

- Kids' Book Choice Award Finalist

### Reviews:

School Library Journal / Gr 9 Up—Journalist and activist Johnson takes readers through his life from childhood through young adulthood, reflecting on how his identity as a queer Black boy was shaped, refracted, and often suppressed for his own safety. Growing up in New Jersey, Johnson recounts becoming aware of his "difference" and how it necessitated choices between who he was and who he felt pressured to be. Part memoir and part manifesto, the text infuses personal reflections with observations about white supremacy, toxic masculinity, homophobia, and how these concepts affected him, whether as a boy forced to choose football over double dutch at recess or as a fraternity pledge struggling to come out on campus. Separated into acts, the book describes different members of his community (family, teenagers, friends)—a stylistic demonstration of his valuable support system that occasionally makes the narrative choppy. Still, the various tangents don't detract from the book's power, and the conversational tone will leave readers feeling like they are sitting with an insightful friend. There are a few detailed depictions of sexual situations and an incident of sexual abuse by a family member. Johnson handles the painful, complicated feelings around this experience with an honesty and tone appropriate for the intended audience. VERDICT This young adult memoir is a contemporary hallmark of the blossoming genre. Johnson anchors the text with encouragement and realistic guidance for queer Black youth. Recommended for YA nonfiction collections where autobiographical and social justice titles are popular.—Ashleigh Williams, School Library Journal (Reviewed 05/01/2020) (School Library Journal, vol 66, issue 5, p75)

Publishers Weekly / Billed as a "memoir-manifesto," Johnson's debut is a collection of heartfelt personal essays revolving around themes of identity and family. Growing up black and queer in New Jersey and Virginia, Johnson feels a tension between these two identities, even before he's fully conceptualized what makes him stand out from others in his close-knit family. The loving Elder/Johnson clan, led by witty matriarch Nanny (whose take on familial loyalty and intimacy is "You might have to wipe my ass one day"), includes Johnson's cousin Hope, a trans woman who models pride and self-determination. Johnson makes impassioned declarations about the importance of community and inclusive sex education, and the freedom to define oneself outside of society's conditioning. Though at first glance the book lacks the synthesizing call to action that "manifesto" would imply, its "be yourself" message remains a radical stance for doubly marginalized individuals. Johnson's writing is a stylistic hodgepodge of anecdotes ("story time," he periodically declares) and letters to relatives. In a publishing landscape in need of queer black voices, readers who are sorting through similar concepts will be grateful to join him on the journey. 14-up. (Apr.) --Staff (Reviewed 04/20/2020) (Publishers Weekly, vol 267, issue 16, p)

Kirkus /\* Starred Review \*/ Centers the experiences, desires, and agency of a queer black boy navigating his evolving selfhood and the challenges of society's conditional love for his truthful existence. Queer black existence has been here forever, and yet rarely has that experience been spotlighted within literature aimed at black boyhood. This is the context in which this "memoir-manifesto" begins, as Johnson, a still relatively young 33-year-old journalist and activist, debuts his unfolding life story within a vacuum of representation. These stories wrestle with "joy and pain...triumph and tragedy" across many heavy topics—gender policing, sexual abuse, institutional violence—but with a view to freedom on the horizon. Through the



witnessing of Johnson's intimate accounts, beginning with his middle-class New Jersey childhood and continuing through his attendance at a historically black university in Virginia, readers are invited on their own paths to healing, self-care, and living one's truth. Those who see themselves outside the standpoint of being black and queer are called in toward accountability, clarifying an understanding of the history, language, and actions needed to transform the world—not in pity for the oppressed but in the liberation of themselves. This title opens new doors, as the author insists that we don't have to anchor stories such as his to tragic ends: "Many of us are still here. Still living and waiting for our stories to be told—to tell them ourselves." A critical, captivating, merciful mirror for growing up black and queer today. (Memoir. 14-adult) (Kirkus Reviews, February 15, 2020)

Booklist / Grades 9-12. With this title, Johnson offers his memoir-manifesto of growing up queer before he had the language to know exactly what that meant. Split into three parts, Johnson's book shares intimate stories of his childhood, adolescence, and young adulthood as he navigates family, friends, and the performance of masculinity. Discussion of his stories includes theory and statistical information that tie his ideas and struggles in with a larger intersectional identity. Johnson struggles with finding his YA voice. Though it's clear that his stories and experiences are formative to his identity as a Black queer boy (now man), they pour out with an intensity that may lead readers to feelings of confusion about the main point of the book. The severe lack of #OwnVoices books from Black queer men makes this title an absolute necessity, but it may fall to the wayside for cultural outsiders. Nevertheless, the personal stories and the healing and reconciliation of self in this title are all undeniably honest and relatable—a reminder of our shared imperfection and humanity. (March 1, 2020 (Vol. 116, No. 13))

Book Accessioned on 10/13/2020\*

\*To the HS Library records, this book was not donated.

### Questioner Justification and comments responding to the specific complaint:

The objection to **All Boys Aren't Blue** is sexually explicit material - Chapter "Losing my virginity twice". The result of being exposed to this book is exposure to graphic sexual material. This book is recommended for high school age. What is good about this book is it provides a lens to understand struggles both unique and common. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I read the above mentioned chapter, "Losing my virginity twice" that people are concerned about. I am aware of outside reviews/literary criticism of this book: "An unflinching testimony that carves out space for Black queer kids to be seen." -Huff Post. The theme of the book is carving a place of belonging in a world that doesn't think there is a place for you. I would like this book to be re-evaluated by the Standards Committee. This highly unique book, and the challenges it presents the character is not likely to have a single replacement book.

### Review Committee recommendation:



The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **All Boys Aren't Blue** meets all 10 rubric standards.

The chapter about the character being a victim to sexual abuse was not glorified or promoted. Within the school community, we have students that have been sexually abused by family members and this is a connection for these students that confirms that it is wrong and validates their own experience. **All Boys Aren't Blue** also discusses the struggles of being a person of color, along with losing a family member. The character goes through forgiving the cousin that sexually abused him. This book also speaks to multiple identities that are relatable for some of our students related to race and sexuality. In particular, the book addresses his sexual experience at age 21 in the Losing Virginity Twice chapter and the author mentions that he knows this will be controversial but put it in to provide knowledge and empowerment for individuals that have gone through the same thing. The chapter is not intended to provide pornographic pleasure, but for awareness and empathy. In addition, his father is a police officer and conflicts with how the character feels about race, including feeling torn between law enforcement and race.

Policies are followed by the school district and should a parent or caregiver not want their child to read a particular book, they can allow their student not to check out the book. **All Boys Aren't Blue** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee reviewed the Criteria for Selection of Library Materials rubric and unanimously agrees that **All Boys Aren't Blue** meets all the rubric standards. It also adheres to the Library Bill of Rights.

#### CRITERIA FOR SELECTION OF LIBRARY MATERIALS

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.
5. Library material shall meet the curriculum needs of students and staff.

Handwritten notes and signatures on the right side of the page, including initials and circled marks, likely indicating approval or review status.

6. Physical format of library material shall be suitable for their intended use.	✓ <i>IF</i>	<i>RB AB</i>	<i>W</i>	<i>MD</i>
7. Library materials shall be current and up-to-date.	✓ <i>IF</i>	<i>RB AB</i>	<i>W</i>	<i>MS</i>
8. Library materials shall be selected to help students gain an awareness of our diverse society.	✓ <i>IF</i>	<i>RB AB</i>	<i>W</i>	<i>MD</i>
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	<i>IF</i>	<i>RB AB</i>	<i>W</i>	<i>MD</i>
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	<i>IF</i>	<i>RB AB</i>	<i>W</i>	<i>MD</i>

## Signature Page

Date reviewed by committee: February 6, 2023 starting at 11:45am

### Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

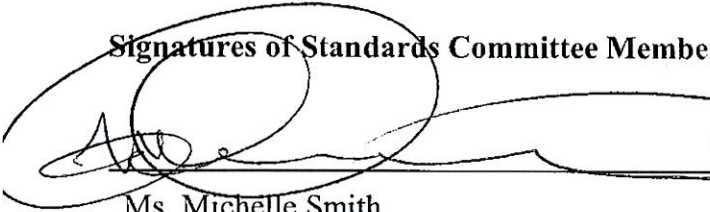
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

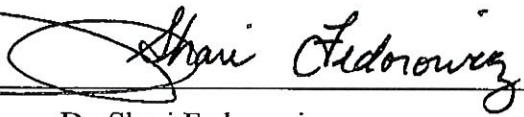
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

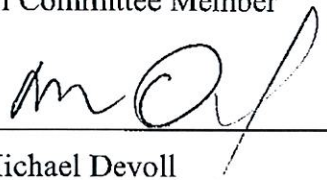
### Signatures of Standards Committee Members:



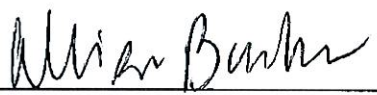
Ms. Michelle Smith  
School Committee Member



Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator



## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer George M. Johnson Type of Material Book

Title All Boys Aren't Blue

Publisher (if known) not sure. New York: Farrar Straus Giroux?

Request Initiated By Matt Monteiro

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Town Rochester

Request represents:

☒ Oneself

\_\_\_\_ Name Organization \_\_\_\_\_

\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Sexually explicit material. Chapter "Losing my virginity twice".

2. What do you feel might be the result of being exposed to this curriculum/book?

Exposure to graphic sexual material.

3. For what age group would you recommend this curriculum material/book?

High school age.

4. Is there anything good about this curriculum material/book?

It provides a lens to understand struggles both unique and common.

5. Did you review the entire curriculum material/book? No.

What parts? The above mentioned section that people are concerned about.

6. Are you aware of any outside reviews/literary criticisms of this curriculum

material/book? "An unflinching testimony that carves out space for Black queer kids to be seen." - Huffpost

7. What do you believe is the theme of this curriculum material/book?

*Carving a place of belonging in a world that doesn't think there is a place for you.*

8. What would you like your school to do about this curriculum material/book?


☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*This highly unique book, and the challenges it presents the character ~~are~~ is not likely to have a single replacement book.*



Signature of Person Requesting Review

*12/12/2022*

Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

**Approved at the Joint School Committee Meeting of October 25, 2012.**

**Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979**



Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report All Boys Aren't Blue

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Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

Fri, Mar 10, 2023 at 4:08 PM

To: Matthew Monteiro &lt; &gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, All Boys Aren't Blue, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, All Boys Aren't Blue, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

A handwritten signature in cursive script that reads "Shari Fedorowicz".

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR

**All Boys Arent Blue.pdf**

3017K





Kim Read <kimread@oldrochester.org>

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## wd: Book Review Report All Boys Aren't Blue

messages

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**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>  
: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 3:44 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:01 PM  
Subject: Re: Book Review Report All Boys Aren't Blue  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:50 PM Matthew Monteiro < > wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:08 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>  
**Subject:** Book Review Report All Boys Aren't Blue

Dear Mr. Monteiro:

Thank you for taking the time to review the book, All Boys Aren't Blue, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials

decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, All Boys Aren't Blue, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**

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**harlene Fedorowicz** <[sharlenefedorowicz@oldrochester.org](mailto:sharlenefedorowicz@oldrochester.org)>  
o: Kim Read <[Kimread@oldrochester.org](mailto:Kimread@oldrochester.org)>

Mon, Mar 13, 2023 at 4:09 PM

[Quoted text hidden]





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## Superintendent's Decision: All Boys Aren't Blue Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 8:56 PM

To: Matthew Monteiro <1

>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *All Boys Aren't Blue*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *All Boys Aren't Blue*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in black ink, appearing to read "M~N~", is located below the word "Respectfully,".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**



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## Superintendent's Decision: All Boys Aren't Blue Review

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Matthew Monteiro <[REDACTED]>

Sun, Mar 12, 2023 at 10:13 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

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**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 8:56 PM

**To:** Matthew Monteiro <[REDACTED]>

**Subject:** Superintendent's Decision: All Boys Aren't Blue Review

[Quoted text hidden]





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

[www.oldrochester.org](http://www.oldrochester.org)

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

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

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

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

**Craig J. Davidson, M.Ed.**  
Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	Beyond Magenta
<b>Author/Producer</b>	Susan Kuklin

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No     If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Senior High Core Collection (previously Wilson's High School Catalog) / Essential in Middle and Junior High Core Collection (previously Wilson's Junior High School Catalog)

Bulletin of the Center for Children's Books, 02/01/14

**A partial list of awards and accolades that this book has earned from school and library professionals, students, reading and media specialists, and educational institutions:**

- Booklist Editors' Choice - Books for Youth - Older Readers Category: 2014
- Rainbow List: 2015
- Books for a Better Life Award for Childcare/Parenting: Selection, 2015
- Foreword INDIE for Young Adult Nonfiction: Winner, 2014
- Cybils Award: Nonfiction for Young Adults: Finalist, 2014
- CCBC Books' Blue Ribbon for Nonfiction: Selection, 2014
- Stonewall Children's and Young Adult Literature Award: Honor, 2015
- Lambda Literary Award: Finalist, 2015

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

- Notable Social Studies Trade Books for Young People: Contemporary Concerns Selection, 2015
- CCBC Choices: Selection, 2015
- Notable Books for a Global Society: Selection, 2015
- Flora Stieglitz Straus Award for Nonfiction: Winner, 2015
- Junior Library Guild Selections: Young Adults Selection, 2014

#### Reviews:

School Library Journal / Gr 9 Up — Extended interviews with six very different transgender, genderqueer, and intersex young adults allow these youth to tell their stories in their own words. Author-interviewer-photographer Kuklin interjects only briefly with questions or explanations, so that the voices of these youth-alternately proud and fearful, defiant and subdued, thoughtful and exuberant-shine through. While the interview subjects do occasionally ramble or become vague, the power of these 12-to-40 page interviews is that readers become immersed in these young adults' voices and experiences. The youth interviewed here do not uniformly share It Gets Better -style happy endings, but their strength is nonetheless inspirational as they face ongoing challenges with families, sexual and romantic relationships, bullies, schools, transitions, mental health, and more. The level of detail about their lives, and the diversity of their identities-including gender, sexuality, ethnicity, religion, and geography-provide a powerful antidote to the isolation and stigma that some transgender youth experience. Photographs of four of the subjects, including some before-and-after transition pictures from childhood and adolescence, help tell their stories and bring their transitions to life. Extensive back matter includes an interview with the clinical director of a health program for LGBTQI youth, a glossary, and books, media, websites, and organizations of interest to transgender youth. While this book's format and subject matter are probably never going to attract a broad audience, there is much here that will resonate with and hearten the kids who need it and will foster understanding and support among those who live and work with transgender teens.—Sarah Stone, San Francisco Public Library --Sarah Stone (Reviewed February 1, 2014) (School Library Journal, vol 60, issue 2, p125)

Publishers Weekly // \* Starred Review \*/ In a sorely needed resource for teens and, frankly, many adults, author/photographer Kuklin shares first-person narratives from six transgender teens, drawn from interviews she conducted and shaped with input from her subjects. The six "chapters" read like personal histories, with Kuklin interjecting occasional context and helping bridge jumps in time. Readers will gain a real understanding of gender as a spectrum and a societal construct, and of the challenges that even the most well-adjusted, well-supported transgender teens face, from mockery by peers and adults alike to feelings of isolation and discomfort in their own bodies. When readers meet New York City teenager Christina, she has gotten into a knock-down fight on the subway with two girls who were making fun of her; although Kuklin's color and b&w portraits appear throughout, 19-year-old Mariah requests no photographs of her be used, confessing, "I'm not ready for people to see me." While Kuklin's subjects are candid about the difficulties of coming out as transgender to family and friends and the patience that transitioning often requires, their honest, humorous, and painful remarks about their relationships with gender are often downright revelatory. "Because I'm perceived as male, I get male privileges. It weirds me out a little bit," says Cameron, whose PGP (preferred gender pronoun) is the plural "they." Nat, who also prefers "they," is relieved when diagnosed as



intersex. "It proved what I had been feeling all along. I was not only emotionally, psychologically, and spiritually both sexes; I was physically both sexes, too. This is who I am." A q&a section, author notes, glossary, and print and online resources close out the book. But its chief value isn't just in the stories it reveals but in the way Kuklin captures these teenagers not as idealized exemplars of what it "means" to be transgender but as full, complex, and imperfect human beings. As Kuklin writes, "My subjects' willingness to brave bullying and condemnation in order to reveal their individual selves makes it impossible to be nothing less than awestruck." She isn't wrong. Ages 14–up. Agent: Brianne Johnson, Writers House. (Feb.) --Staff (Reviewed November 18, 2013) (Publishers Weekly, vol 260, issue 46, p)

Kirkus /\* Starred Review \*/ Kuklin (No Choirboy, 2008, etc.) brings her intimate, compassionate and respectful lens to the stories of six transgender young people. In verbal and, when the subjects have given permission, visual profiles, readers meet transgender teens with a wide range of backgrounds and experiences. They hear from teens who identify fully as female or male, teens who identify as neither male nor female, and one teen who is intersex. Their stories are told largely in the teens' own words, with only a few italicized interpolations to clarify or contextualize a point or to describe a facial expression or inflection readers cannot see or hear. In photographs, readers see Nat, who attends a performing-arts high school in New York City and uses the personal gender pronouns them and they, carrying their violin on New York's High Line. Christina, who attends Fashion Institute of Technology, is pictured shopping for clothes, proudly displaying a school project and hugging her mother. Images of the young people before their transitions are often included but, appropriately, do not serve as focal points for their chapters. Similarly, sex and genitalia are discussed frankly but are rarely what matters most. The collective portrait that emerges from these narratives and pictures is diverse, complex and occasionally self-contradictory--as any true story should be. Informative, revealing, powerful and necessary. (author's note, glossary, resource list) (Nonfiction. 12 & up)(Kirkus Reviews, December 15, 2013)

Booklist /\* Starred Review \*/ Grades 7-12. Kuklin's book profiles six transgender teens in both their own words and the author's excellent photographs. The result is a strikingly in-depth examination of the sometimes clinical complexities of being transgender, even as Kuklin's empathy-inducing pictures put a human face on the experience. The profiles are evenly divided between FTM (female to male) and MTF (male to female) teens. Also represented are a variety of races and ethnicities, and included are one teen who is intersex and another who regards themselves as pansexual (several of the teens choose to identify themselves with the gender-neutral pronouns they, them, and their). Though their experiences differ, the teens often stress that, as Kuklin puts it, "Gender is one variable in a person's identity, and sexual orientation is another variable. The two are not connected." Similarly, Kuklin makes clear that, despite the popular misconception, all trans teens are not gay. Further information is contained in an appended interview with Dr. Manel Silva, clinical director of the HOTT (Health Outreach to Teens) program at the New York City-based Callen-Lorde Community Health Center, which has served the needs of several of the profiled teens. Kuklin's important new book brings welcome clarity to a subject that has often been obscure and gives faces—literally and metaphorically—to a segment of the teen population that has too long been invisible. Speaking with equal impact to



both the reader's heart and mind, *Beyond Magenta* is highly recommended. (February 1, 2014 (Vol. 110, No. 11))

Horn Book / Rather than attempting to convey the spectrum of transgender experience through a multitude of voices, Kuklin tries something different here, focusing on just six young people whose gender identity is something other than what it was labeled at birth. All six take gender-altering hormones; four were birth-designated male and two female, but in all cases there is no confusion about who they are now. Christina, born Matthew, looks forward to a complete transition ("It would be so great if I could get an operation, if I could get my vagina"), while Cameron says, "I like to be recognized as not a boy and not a girl. I'm gender queer, gender fluid, and gender other." In her edited transcriptions of the interviews, Kuklin lets her subjects speak wholly for themselves, and while their bravery is heartening, their bravado can be heartbreaking. But who expects teenagers to be tentative? Photographs (of most of the subjects) are candid and winning; and appended material, including Kuklin's explanation of her interview process, a Q&A with the director of a clinic for transgendered teens, and a great resource list, is valuable. Roger Sutton (March/April, 2014)

**Additional Review Citations:**

- Bulletin of Ctr for Child Bks 02/01/2014 (EAN 9780763656119, Hardcover)
- Shelf Awareness 02/14/2014 (EAN 9780763656119, Hardcover)
- Foreword 02/27/2014 (EAN 9780763656119, Hardcover)
- Voice of Youth Advocates 04/01/2014 (EAN 9780763656119, Hardcover)
- PW Best Children's Books 11/03/2014 pg. 46 (EAN 9780763656119, Hardcover)
- PW Children's Starred Reviews 12/01/2014 pg. 109 (EAN 9780763656119, Hardcover)
- Shelf Awareness 12/12/2014 (EAN 9780763656119, Hardcover)
- Kirkus Best Young-Adult Books 12/01/2014 pg. 65 (EAN 9780763656119, Hardcover)
- Booklist Ed Choice Youth 01/01/2015 pg. 15 (EAN 9780763656119, Hardcover)
- Hornbook Guide to Children 07/01/2014 (EAN 9780763656119, Hardcover)
- Wilson Middle/Jr. High Catalog 04/11/2019 (EAN 9780763656119, Hardcover)
- Wilson Senior High Catalog 04/11/2019 (EAN 9780763656119, Hardcover)

Book Accessioned on 04/13/2015\*

\*To the HS Library records, this book was not donated.

**Questioner Justification and comments responding to the specific complaint:**

The objection to **Beyond Magenta** is sexual content and abuse. The result of being exposed to this book is students may have difficulty with emotionally difficult and mature content. This book is recommended for high school students, 14 plus. What is good about this book is it captures transgender people as complex individuals not defined by their gender alone. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I read select excerpts from the book. I am aware of outside reviews/literary criticism of this book: "[A] candid, inspiring book...the teens are members of a group, but also distinct individuals, each with a unique, highly personal story. It goes without saying that their decision to share these stories is courageous. But being brave and taking chances is what transitioning is all about." - The Chicago Tribune. **Beyond Magenta**

provides a focus on the humanity of trans individuals in a way few (if any) young adult books do. I would like this book to be re-evaluated by the Standards Committee. I am not aware of any books that would be a substitute for **Beyond Magenta**.

**Review Committee recommendation:**

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Beyond Magenta** meets all 10 rubric standards.

The first complaint was regarding the chapter that detailed child abuse and sexual abuse the child endured. These are real experiences told through the eyes of an abused individual and helps other readers that can relate to the experience and know they can get help. Each story is unique and there are stories that can be relatable to many having different experiences. **Beyond Magenta** speaks to our at-risk population that has higher rates of self harm, allows for readers to be able to relate and provides a window into their world they can relate to and find comfort, and may not be able to find help elsewhere. The abuse is not being portrayed as desirable or favorable and does not promote grooming.

Policies are followed by the school district and should a parent or caregiver not want their child to read a particular book, they can allow their student not to check out the book. **Beyond Magenta** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee reviewed the Criteria for Selection of Library Materials rubric and unanimously agrees that **Beyond Magenta** meets all the rubric standards. It also adheres to the Library Bill of Rights.

**CRITERIA FOR SELECTION OF LIBRARY MATERIALS**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).

AP RS AS N  
MD  
AS RS AB N  
MP



3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.
5. Library material shall meet the curriculum needs of students and staff.
6. Physical format of library material shall be suitable for their intended use.
7. Library materials shall be current and up-to-date.
8. Library materials shall be selected to help students gain an awareness of our diverse society.
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.

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**Signature Page**

Date reviewed by committee: February 6, 2023 starting at 11:45am

Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

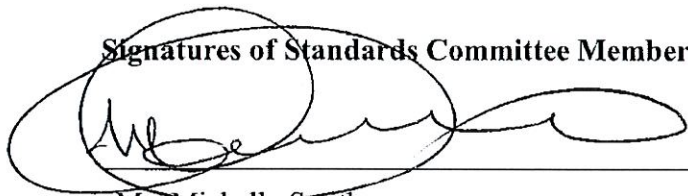
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Mike Devoll, High School Principal

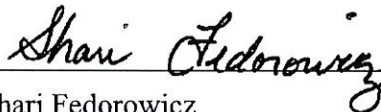
Ms. Allison Barker, High School Librarian

Mr. Bob Biehl, English Department Coordinator

**Signatures of Standards Committee Members:**



Ms. Michelle Smith  
School Committee Member



Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

REVIEW REQUEST FORM

CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Susan Kuklin Type of Material Book  
Title Beyond Magenta: Transgender Teens Speak Out  
Publisher (if known) Candlewick  
Request Initiated By Matt Monteiro  
Telephone \_\_\_\_\_ Address \_\_\_\_\_  
Town Rochester

Request represents:

☒ Oneself

\_\_\_\_ Name Organization \_\_\_\_\_

\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Sexual content and abuse.

2. What do you feel might be the result of being exposed to this curriculum/book?

Students may have difficulty with emotionally difficult and mature content.

3. For what age group would you recommend this curriculum material/book?

14+ High school students.

4. Is there anything good about this curriculum material/book?

It captures transgender people as complex individuals not defined by their gender alone.

5. Did you review the entire curriculum material/book? No

What parts? Select excerpts

6. Are you aware of any outside reviews/literary criticisms of this curriculum material/book?

"[A] candid, inspiring book... the teens are members of a group, but also distinct individuals, each with a unique, highly personal story. It goes without saying that their decision to share these stories is courageous. But being brave and taking chances is what transitioning is all about." - The Chicago Tribune

7. What do you believe is the theme of this curriculum material/book? *It provides a focus on the humanity of trans individuals in a way few (if any) young adult books*
8. What would you like your school to do about this curriculum material/book? *do.*

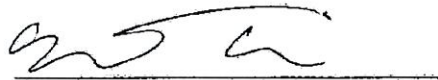
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*I am not aware of any books that would be a substitute.*



Signature of Person Requesting Review

*12/13/2022*

Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

**Approved at the Joint School Committee Meeting of October 25, 2012.**

**Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979**





Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report Beyond Magenta

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Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

Fri, Mar 10, 2023 at 4:12 PM

To: Matthew Monteiro &lt; &gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Beyond Magenta, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Beyond Magenta, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

A handwritten signature in cursive script that reads "Shari Fedorowicz".

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR

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 **Beyond Magenta.pdf**  
3611K



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## Fwd: Book Review Report Beyond Magenta

1 message

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**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:06 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:03 PM  
Subject: Re: Book Review Report Beyond Magenta  
To: Matthew Monteiro <matthewmonteiro@oldrochester.org>  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:48 PM Matthew Monteiro <matthewmonteiro@oldrochester.org>

> wrote:

Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

**Sent:** Friday, March 10, 2023 4:12 PM

**To:** Matthew Monteiro <matthewmonteiro@oldrochester.org>

**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>

**Subject:** Book Review Report Beyond Magenta

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Beyond Magenta, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to

hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Beyond Magenta, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**





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## Superintendent's Decision: Beyond Magenta Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 9:04 PM

To: Matthew Monteiro <1

>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *Beyond Magenta*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *Beyond Magenta*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in black ink, appearing to read "M. Nelson", is placed below the word "Respectfully".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**





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## Superintendent's Decision: Beyond Magenta Review

---

Matthew Monteiro <[redacted]>

Sun, Mar 12, 2023 at 10:11 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 9:04 PM

**To:** Matthew Monteiro <[redacted]>

**Subject:** Superintendent's Decision: Beyond Magenta Review

[Quoted text hidden]



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

[www.oldrochester.org](http://www.oldrochester.org)

Phone: 508-758-2772

Fax: 508-758-2802

**Michael S. Nelson, M.Ed.**

Superintendent of Schools

**Sharlene Fedorowicz, Ph.D**

Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, MCPPO**

Assistant Superintendent of Finance & Operations

**Craig J. Davidson, M.Ed.**

Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	Flamer
<b>Author/Producer</b>	Mike Curato

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Senior High Core Collection (previously Wilson's High School Catalog) /  
Recommended in Middle and Junior High Core Collection (previously Wilson's Junior High  
School Catalog) / Essential in Graphic Novels Core Collection

Bulletin of the Center for Children's Books, 09/01/20

**A partial list of awards and accolades that this book has earned from school and library  
professionals, students, reading and media specialists, and educational institutions:**

- Lambda Literary Awards: LGBTQ Children's/Young Adult 2021
- Massachusetts Book Awards: Children's/Young Adult Literature Award: 21st Annual
- Rainbow Lists: 2021
- SLJ Best Graphic Novels of 2020
- YALSA Great Graphic Novels for Teens: 2021
- NPR Best Books of 2020
- Kirkus Reviews Best Graphic YA Books of 2020

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.



- Chicago Public Library Best Teen Graphic Novel 2020
- CCBC Choices: Selection, 2021
- Golden Kite Awards: Illustration for Older Readers Honor, 2021
- Lambda Literary Award: Winner, 2021
- Great Graphic Novels for Teens: Commended, 2021
- SLJ Best Books of the Year: Selection, 2020
- Horn Book Fanfare: Selection, 2020
- New York Public Library Best Book for Teens 2020
- UPenn Grad Education Best Books for Young Readers 2020

### Reviews:

School Library Journal / Gr 8 Up-As Boy Scout camp draws to a close and high school looms, 14-year-old Aiden Navarro, who is biracial (white and Filipino), is on high alert. Feeling self-conscious about his weight, dealing with racism from other campers, and wondering about his sexuality, he often takes preemptive action to appear unimpeachably heterosexual and unconvincingly attempts to imitate the homophobic, macho behavior of other campers-though his thoughtfulness usually wins out. Aiden's precarious balancing of identities pushed upon him and those he tries to hide starts to crumble when he begins to fantasize romantically about his tentmate Elias, a steadfast summer friend who has been unfazed by other campers' gossip about Aiden being gay. As Aiden heads into the last days of camp, his desire, self-loathing, and uncertainty come to a boiling point. Curato's incredible art conveys Aiden's point of view, his thoughts, and his reimaginings of his physical form with compelling beauty and empathy. The drawing style feels specific to a teen's world, spare yet filled with distinct characters and an idyllic camp setting. Most images are in shades of black and gray, which makes the appearance of fire in Aiden's dreams and fantasies-in hues of red, yellow, and orange, signifying his passion, rage, desire, and shame-even more poignant as more light is shed on his true self. VERDICT Curato has created a beautiful story of a teen who must decide if he will force himself into the mold of what he thinks a "normal" boy is, or if he can allow himself to live life on his own terms. An essential book that shows readers that they are never alone in their struggles.-Jennie Law, Georgia State Univ., Atlanta (Reviewed August 28, 2020)

Publishers Weekly / Before transitioning from a private Catholic middle school to a public high school, Aiden Navarro, 14, wants to enjoy Boy Scout summer camp. As in school, however, Aiden can't escape the things he's so often been bullied for: his weight, his Filipino heritage, and his effeminate voice. He endures relentless taunts rooted in toxic masculinity from his camp peers for these things and the way he always seems to act differently than others—in one memorable moment, Aiden spontaneously riffs a Valley girl rendition of a campfire song. As Aiden feels true friendship with pen pal Violet and explores his growing feelings for tentmate Elias ("Gay boys like other boys. I HATE boys. They're mean," Aiden asserts) and his religious upbringing, his sense of isolation compounds. Through straightforward, thick-lined art, Curato interweaves surrealistic, emotionally charged moments, as when Aiden's emotionally abusive father assails his family as a large talking head. Throughout the story, the color red coalesces around fires literal and figurative, as when a camper pushes Aiden to a point of volcanic rage. Emotional and raw, Curato's story plummets Aiden deep into despair, including suicidal ideation, juxtaposing powerful moments of burning, fiery hope. Ages 14-up. Agent: Brenda



Bowen, the Book Group. (Sept.) --Staff (Reviewed 07/13/2020) (Publishers Weekly, vol 267, issue 28, p)

Kirkus /\* Starred Review \*/ The last week at Scouting camp highlights accomplishments and humiliations that last a lifetime. Aiden, a fat, biracial (Filipino and white), soon-to-be high schooler, is in his last week of Boy Scout camp in 1995. Each day documents events, from bonding over fireside songs and learning important skills to the micro- and macroaggressions that follow an adolescent boy of color who presents as effeminate and is queer. As the week moves on, readers learn more about Aiden and his life, from his stressful home with an emotionally abusive father to his love of Catholicism and being an altar server. The stress of a new school, bullies who are ever present, and struggles with identity drive Aiden to a breaking point, one that's familiar to many young people. The monochromatic illustrations, sometimes highlighted with red, orange, and yellow, are timeless moments of a remembered childhood. The use of red to highlight the tangible (firelight, a Swiss Army knife) and represent the intangible (passion, sorrow, and hope) is a master class in simplicity. But the true star of this book is the writing, which describes a boy who could live in any decade on his journey of self-discovery. This is a story that will be read and reread, and for some, it will be the defining book of their adolescence. Buy it. Read it. Share it. (afterword, resources) (Graphic fiction. 12-18) (Kirkus Reviews, July 1, 2020)

Horn Book /\* Starred Review \*/ Aiden is not looking forward to starting public high school in the fall; his Catholic schooling heretofore has had its challenges -- "jerks" -- but at least it had become familiar. A summer at Boy Scout camp provides a break from his squabbling parents and a chance to breathe ("Everything is so quiet" in the woods) before school starts. Not so fast: camp also has bullies, whose taunts referencing Aiden's presumed sexual orientation are only exacerbated by Aiden's growing love for another camper, the athletic and sweet-natured Elias. Grownup LGBTs will know exactly what Aiden is going through, but this book speaks so well to those kids currently undergoing the ordeal. The graphic novel takes its time to fully pull readers into Aiden's psyche and his setting, which provides the pleasures of summer and friendship and nature along with the rewards of Scout activities. (Orienteering!) The drawing is expertly cartooned, and the palette is black and white with occasional, and then increasing, daubs and splashes of red whenever passions -- of many kinds -- ride high. The variation of small, storytelling panels and full-page and double-page spreads for big moments is wonderfully effective, and the climax -- Aiden in a literal dark night of the soul in the outdoor chapel -- is high drama indeed, emotionally powerful, proudly and extravagantly spiritual (and as Catholic as any Graham Greene epiphany). He comes through it to have one perfect day at camp to sustain him going forward. If you will forgive the editorial intrusion, I wish I had had this book fifty years ago. Roger Sutton (November/December 2020 p.97)

Booklist /\* Starred Review \*/ Grades 9-12. In his powerful debut graphic novel, Curato, best known for the Little Elliot picture books, tells the story of one transformative week of Boy Scout camp in 1995, in which chubby, awkward Filipino American Aiden wrestles with the growing realization that he's gay. Spare panels with simplified, black line work and gray ink washes relay the bulk of the story, following Aiden through activity-packed days and the whiplash-inducing highs and lows of summer camp social interactions, not only navigating friendships on the cusp of high school but dealing with aggressive homophobic and racist bullying. Curato carefully and



thoughtfully uses fiery orange-and-red ink washes to accent the black-and-white artwork, not only around the ubiquitous campfire but to indicate moments of intense emotion—anger, naturally, but also fear, hope, and ultimately strength. A lot happens to Aiden over the course of the week, including a desperate moment of suicide ideation, and the transformation of the visual metaphor of fire beautifully crystallizes his growth and resilience in that time. Just as his deft artwork meticulously balances between blazing feelings and quiet contemplation of natural beauty, Curato gives Aiden a poignantly well-rounded character: for all the homophobia and racism inherent in institutions like the Boy Scouts and the Catholic church, Aiden still defiantly finds inspiration and strength there. Masterfully nuanced and stunningly told, this is visual storytelling at its finest. (September 1, 2020 (Vol. 117, No. 1))

**Additional Review Citations:**

- Bulletin of Ctr for Child Bks 09/01/2020 (EAN 9781627796415, Hardcover)
- Shelf Awareness 09/04/2020 (EAN 9781627796415, Hardcover)
- Hornbook Guide to Children 07/01/2020 (EAN 9781627796415, Hardcover)

Book Accessioned on 10/07/2020\*

\*To the HS Library records, this book was not donated.

**Questioner Justification and comments responding to the specific complaint:**

The objection to **Flamer** is sexual acts such as a shower scene and group masturbation. The result of being exposed to this book is a reader might experience discomfort while reading some scenes. This book is recommended for high school students, ages fourteen and older. What is good about this book is it explores the uncertainties of adolescence in a relatable way, emotionally, for males. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I read excerpts and online complaint areas. I am aware of outside reviews/literary criticism of **Flamer**: "This book will save lives." - Krosoczka. "[Mike Curato] knows [boys] like Judy Blume knows a teenaged girl, and that's quite a bit." - NPR. The theme of the book is self discovery, coming of age, between the "normal" way or ones "own" way. I would like **Flamer** to be re-evaluated by the Standards Committee. Although I'm not aware of similar books for males, several Judy Blume books come to mind for young teen girls.

**Review Committee recommendation:**

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Flamer** meets all 10 rubric standards.

Policies are followed by the school district and should a parent/caregiver not want their child to read a particular book, they can allow their student not to check out the book. **Flamer** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

## CRITERIA FOR SELECTION OF LIBRARY MATERIALS

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and ~~the~~ specific curricula.

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.

5. Library material shall meet the curriculum needs of students and staff.

6. Physical format of library material shall be suitable for their intended use.

7. Library materials shall be current and up-to-date.

8. Library materials shall be selected to help students gain an awareness of our diverse society.

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.

10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views. *df*

[illegible]



### Signature Page

Date reviewed by committee: February 27, 2023 starting at 11:45am

Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

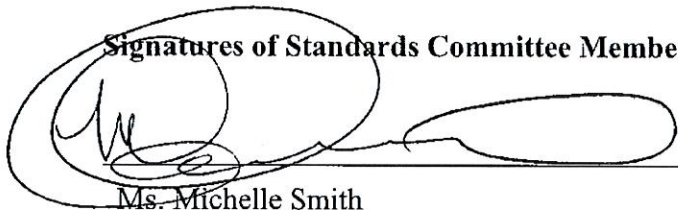
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

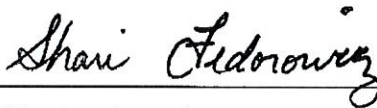
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

### Signatures of Standards Committee Members:



Ms. Michelle Smith  
School Committee Member



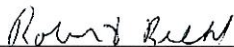
Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Mike Curato Type of Material Book - graphic novel  
Title Flamer

Publisher (if known) Henry Holt and Co BYR Paperbacks

Request Initiated By Matt Montelro

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Town Rochester

Request represents:

☒ Oneself

\_\_\_\_ Name Organization \_\_\_\_\_

\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Sexual acts. A shower scene. Group masturbation.

2. What do you feel might be the result of being exposed to this curriculum/book?

A reader might experience discomfort while reading some scenes.

3. For what age group would you recommend this curriculum material/book?

High School - 14+

4. Is there anything good about this curriculum material/book?

It explores the uncertainties of adolescence in a relateable way, emotionally,

5. Did you review the entire curriculum material/book? No for males,

What parts? Excerpts and online complaint areas.

6. Are you aware of any outside reviews/literary criticisms of this curriculum material/book?

"This book will save lives." - Krosoczka,

"[Mike Curato] knows [boys] like Judy Blume knows a teenaged girl, and that's quite a bit." - NPR

7. What do you believe is the theme of this curriculum material/book? *Self discovery, coming of age, choosing between the "normal" way or ones "own" way,*
8. What would you like your school to do about this curriculum material/book?

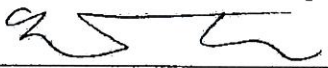
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*Although I'm not aware of similar books for males, several Judy Blume books come to mind for young teen girls*

  
\_\_\_\_\_  
Signature of Person Requesting Review

*12/13/2022*  
\_\_\_\_\_  
Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.  
Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979





Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report Flamer

---

**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>

Fri, Mar 10, 2023 at 4:13 PM

To: Matthew Monteiro &lt; &gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Flamer, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Flamer, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR

---

 **Flamer.pdf**  
3266K



## Fwd: Book Review Report Flamer

1 message

**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:07 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:03 PM  
Subject: Re: Book Review Report Flamer  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:48 PM Matthew Monteiro < > wrote:

Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:13 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>  
**Subject:** Book Review Report Flamer

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Flamer, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric



found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Flamer, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--  
Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**

--  
Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**



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## Superintendent's Decision: Flamer Review

---

Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 9:05 PM

To: Matthew Monteiro <[REDACTED]>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *Flamer*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *Flamer*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in black ink, appearing to read "M. Nelson", is placed below the word "Respectfully,".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**



---

## Superintendent's Decision: Flamer Review

---

Matthew Monteiro <mmontero@oldrochester.org>

Sun, Mar 12, 2023 at 10:10 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 9:05 PM

**To:** Matthew Monteiro <mmontero@oldrochester.org>

**Subject:** Superintendent's Decision: Flamer Review





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

Marion - Mattapoisett - Rochester  
135 Marion Road  
Mattapoisett, MA 02739

[www.olderochester.org](http://www.olderochester.org)

Phone: 508-758-2772

Fax: 508-758-2802

**Michael S. Nelson, M.Ed.**

Superintendent of Schools

**Sharlene Fedorowicz, Ph.D**

Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, MCPPO**

Assistant Superintendent of Finance & Operations

**Craig J. Davidson, M.Ed.**

Director of Student Services

**Review of Library or Instructional Materials  
Committee Report**

<b>Title</b>	Gender Queer
<b>Author/Producer</b>	Maia Kobabe

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Graphic Novels Core Collection / Recommended in Nonfiction Core Collection

**A partial list of awards and accolades that this book has earned from school and library professionals, students, reading and media specialists, and educational institutions:**

- 2021 Chicago public Schools Great Graphics List Award
- 2021 Iowa High School Battle of the Books
- 2021 Jefferson County Kentucky Public Schools Recommended Reading Grades 9-12
- 2021 School Library Journal 17 Immersive Graphic Novels for Teens, Summer Reading
- 2020-2021 Denver Public School Top 100 for High Schools
- 2020 Best Graphic Novels for Teens list from YALSA (Young Adult Library Services Association, a Division on the American Library Association)
- 2020 Winner of the Young Adult Services Association Alex Award
- 2020 Texas Library Association Graphic Novel Reading List
- 2019 Howard County Public Schools Maryland Best of the Year - High School
- 2019 New York Public Library's 50 best Books for Teens

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.



- 2019 School Library Journal Best Books of the Year
- 2019 YALSA Great Graphic Novels for Teens

### Reviews:

Booklist /\* Starred Review \*/ Grades 9-12. Vulnerable and honest, *Gender Queer* grapples with issues of identity and sexuality in ways that highlight how messy and painful but ultimately vindicating the process of understanding and valuing yourself can be. Kobabe shares details of eir childhood, struggling with puberty, crushes, and teen sexual fantasies. Many of the anecdotes resonate with the general experience of uncertainty and experimentation common to kids growing up; other pieces portray the unique experience of knowing you are different but lacking the language to express how and the isolation wrought by an absence of validating representation. Kobabe relates the slow progress of eir nonbinary journey—finding pronouns that fit, worrying about coming out, and generally discovering ways to celebrate eir true self. The art highlights the core internal journey with frequent simple backgrounds centering Kobabe's avatar as e struggles with relationships, labels, and shopping. This deluxe edition adds a heartfelt intro by *She-Ra* and *Lumberjanes* creator ND Stevenson and an afterword from the author detailing both eir fear of pushback and the joyful reactions from readers. Also included are numerous process images and text, showing the transition from online single panel comics to detailed, full-color images. Highly recommended reading for those on their own journey of exploration or those supporting the explorers in their own lives. *Gender Queer* exists so a new generation can see the words and experiences to help them feel whole and seen. (June 1, 2022 (Vol. 118, No. 19))

School Library Journal /\* Starred Review \*/ Gr 9 Up—Kobabe, who uses the pronouns e, em, and eir, was assigned female at birth but never felt that this designation fit. As e grew up, e learned about the spectrum of gender designations and settled on nonbinary as the best descriptor. E came out to eir family as nonbinary and asexual and found that eir family supported em however e identified. In this memoir, Kobabe chronicles eir life from the time e was very young through eir coming of age and adulthood. E describes common situations from the perspective of someone who is asexual and nonbinary: starting a new school, getting eir period, dating, attending college. The muted earth tones and calm blues match the hopeful tone and measured pacing. Matter-of-fact descriptions of gynecological exams and the use of sex toys will be enlightening for those who may not have access to this information elsewhere. VERDICT A book to be savored rather than devoured, this memoir will resonate with teens, especially fans of Alison Bechdel's *Fun Home* and Mason Deaver's *I Wish You All the Best*. It's also a great resource for those who identify as nonbinary or asexual as well as for those who know someone who identifies that way and wish to better understand.—Jenni Frencham, Indiana University, Bloomington --Jenni Frencham (Reviewed 07/01/2019) (School Library Journal, vol 65, issue 6, p60)

Publishers Weekly / This heartfelt graphic memoir relates, with sometimes painful honesty, the experience of growing up non-gender -conforming. From a very young age, Kobabe is unsure whether to claim a lesbian/gay, bisexual, or even transgender identity: "I don't want to be a girl. I don't want to be a boy either. I just want to be myself." Kobabe comes of age having to navigate expressions of identity such as clothing and haircuts, with fraught attempts at romantic and sexual entanglements. Eventually, Kobabe's supportive sister concludes: "I think you're a



genderless person.” (Kobabe: “She knew before I did.”) Kobabe continues to explore the challenges of a nonbinary identity, including the use of alternate pronouns (in Kobabe’s case, e/em/eir), the trauma of cervical exams, refuting misplaced concerns from a loving relative who believes “female to male” transgenderism could be rooted in a form of misogyny, and learning that the term autoandrophilia actually applies “for me.” Intermixed are lighthearted episodes relating Kobabe’s devotion to LGBTQ-inspired Lord of the Rings fan fiction and hero worship of flamboyant ice-skating champion Johnny Weir. Kobabe is a straightforward cartoonist who uses the medium skillfully (if not particularly stylishly), incorporating ample cheery colors, with a script that’s refreshingly smooth and nondidactic for the topic. This entertaining memoir-as-guide holds crossover appeal for mature teens (with a note there’s some sexually explicit content) and is sure to spark valuable discussions at home and in classrooms. (May.) --Staff (Reviewed 02/25/2019) (Publishers Weekly, vol 266, issue 8, p)

**Additional Review Citations:**

- Shelf Awareness 06/28/2019 (EAN 9781549304002, Paperback)

**Book Accessioned on 10/08/2020\***

\*To the HIS Library records, this book was not donated.

**Questioner/Justification and comments responding to the specific complaint:**

The objection to **Gender Queer** is the graphic depictions of sexual exploration. Page 167 has been brought up repeatedly (often incorrectly). The result of being exposed to this book is learning about how other genders and sexualities exist. This book is recommended for late teens. What is good about this book is it is a coming of age book about a non-binary person learning who they are. I read the entire book. I am aware of outside reviews/literary criticism of this book. The theme of the book is self discovery. I would like this book to be re-evaluated by the Standards Committee. It is hard to know what book could address the themes in **Gender Queer** in a similar way.

**Review Committee recommendation:**

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Gender Queer** meets all 10 rubric standards.

Each member of the Standard Committee read **Gender Queer** in full and met with Mr. Monterio regarding his concerns about the book. Upon review of the book and concerns, and following the policy and Criteria for Selection of Library Materials, the Standards Committee deems this book



The Standards Committee used the Criteria for Selection of Library Materials rubric to review Gender Queer and unanimously agrees as a committee that **Gender Queer** meets all the rubric standards. It also adheres to the Library Bill of Rights.

[illegible]

**Signature Page**

Date reviewed by committee: January 23, 2023 starting at 11:45am

**Standards Committee Members Present:**

Ms. Michelle Smith, School Committee Member

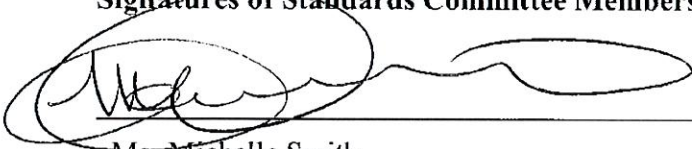
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

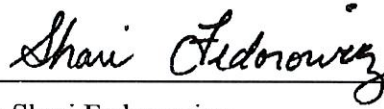
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

**Signatures of Standards Committee Members:**



Ms. Michelle Smith  
School Committee Member



Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator



REVIEW REQUEST FORM

CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Maia Kobabe Type of Material Book - Graphic Novel

Title Gender Queer: A Memoir

Publisher (if known) Oni Press

Request Initiated By Matt Montelro

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Town Rochester

Request represents:

☒ Oneself

\_\_\_\_ Name Organization \_\_\_\_\_

\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

There are graphic depictions of sexual exploration. Page 167 has been brought up repeatedly (often incorrectly).

2. What do you feel might be the result of being exposed to this curriculum/book?

Learning about how other genders and sexualities exist.

3. For what age group would you recommend this curriculum material/book?

Late teen

4. Is there anything good about this curriculum material/book?

It is a coming of age book about a non-binary person learning who they are.

5. Did you review the entire curriculum material/book? Yes

What parts? I read the entire book.

6. Are you aware of any outside reviews/literary criticisms of this curriculum

material/book? Yes.

7. What do you believe is the theme of this curriculum material/book?

*Self discovery,*

8. What would you like your school to do about this curriculum material/book?

☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*It is hard to know what book could address the themes in a similar way.*



Signature of Person Requesting Review

*12/12/2022*

Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

**Approved at the Joint School Committee Meeting of October 25, 2012.**

**Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979**



Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

---

## Book Review Report Gender Queer

---

Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Fri, Mar 10, 2023 at 4:10 PM

To: Matthew Monteiro <[REDACTED]>

Cc: Michelle Smith <michellesmith@oldrochester.org>, Michael Devoll <michaeldevoll@oldrochester.org>, Robert Biehl <robertbiehl@oldrochester.org>, Allison Barker <allisonbarker@oldrochester.org>

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Gender Queer, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Gender Queer, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

A handwritten signature in cursive script that reads "Shari Fedorowicz".

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching & Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

**#WEareOR**



Gender Queer.pdf

2718K





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## Fwd: Book Review Report Gender Queer

1 message

---

**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:05 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:02 PM  
Subject: Re: Book Review Report Gender Queer  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

---

On Fri, Mar 10, 2023 at 4:49 PM Matthew Monteiro < > wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:10 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>  
**Subject:** Book Review Report Gender Queer

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Gender Queer, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric



found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Gender Queer, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
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Phone: 508-758-2772  
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(She/Her/Hers)

**#WEareOR**



---

## Superintendent's Decision: Gender Queer Review

---

Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 8:57 PM

To: Matthew Monteiro <

>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *Gender Queer*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *Gender Queer*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in black ink, appearing to read "M. Nelson", is placed below the word "Respectfully".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**





---

## Superintendent's Decision: Gender Queer Review

---

Matthew Monteiro < >

Sun, Mar 12, 2023 at 10:13 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

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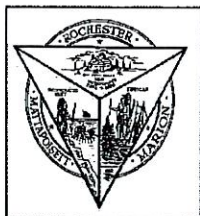
**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 8:57 PM

**To:** Matthew Monteiro < >

**Subject:** Superintendent's Decision: Gender Queer Review

[Quoted text hidden]



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

[www.olderochester.org](http://www.olderochester.org)

Phone: 508-758-2772

Fax: 508-758-2802

**Michael S. Nelson, M.Ed.**

Superintendent of Schools

**Sharlene Fedorowicz, Ph.D**

Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, MCPPO**

Assistant Superintendent of Finance & Operations

**Craig J. Davidson, M.Ed.**

Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	Lawn Boy
<b>Author/Producer</b>	Jonathan Evison

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Fiction Core Collection

**A partial list of awards and accolades that this book has earned from school and library professionals, students, reading and media specialists, and educational institutions:**

- Alex Awards: Winner 2019
- Booklist Editors' Choice - Best Fiction Books: 2018

**Reviews:**

Booklist /\* Starred Review \*/ Meet Mike Muñoz, a 22-year-old landscaper who spends his days mowing lawns and edging flower beds, his evenings taking care of his disabled brother, and his nights dreaming about elaborate topiary and writing the great American novel. When Mike is fired for refusing to pick up rain-sodden St. Bernard feces, he embarks on a path of self-discovery that introduces an eccentric cast of characters, including a shrewd entrepreneur with questionable business practices, an ambitious but unscrupulous realtor, an eccentric housemate who provides bass guitar accompaniment while watching classic porn, a group of

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.



hipster bearded baristas who favor artisanal sandwiches, and Andrew, a philosophical librarian with an activist streak. Evison (*This Is Your Life, Harriet Chance!* 2015) excels at finding the humanity in his characters, and even the most loathsome are given redeeming qualities. This tender bildungsroman follows Mike from one setback to another, each interaction involving slyly observant and brilliantly witty dialogue that also poignantly conveys vulnerability. Evison skillfully weaves the American Dream into a subtle social novel to illustrate how race and class can thwart aspiration. In his bighearted portrayal of Mike Muñoz, Evison has created an indelible human spirit content to live authentically, which just might prove to be the true American dream. For readers of Sam Lipsyte and Jonathan Tropper. -- Kelly, Bill (Reviewed 3/1/2018) (Booklist, vol 114, number 13, p21)

School Library Journal / Eminently readable and deeply thought-provoking, Evison's deceptively simple novel takes on tough issues such as race, sexual identity, and the crushing weight of American capitalism. Mike Muñoz, the 22-year-old biracial (Mexican and white) narrator, has grown up dirt-poor with his hardworking waiter mother and his brother, who is developmentally disabled. The narrative follows Mike's attempts at several other jobs after he's fired from his lawn-mowing gig while he works on his love life and tries to help out his family. After Mike recounts a great disappointment involving his biological father in the first chapter, one of several themes emerges as Mike encounters several potential father figures (often bosses), each with his own deeply flawed philosophy of life. From the cutthroat capitalism of his first boss to the upper-class cronyism of an old high school pal, each man personifies aspects of Mike's life that he cannot stand, even while he learns valuable lessons from them. Meanwhile, other story lines fix on Mike's underdeveloped understanding of his sexuality, which is not helped by the rampant homophobia and sexism of his best friend, and his equally conflicted understanding of his ethnic identity. Unfortunately, Evison's often infective enthusiasm for his preponderance of ideas weighs down the demands of the plot. Nevertheless, the passion with which Mike and Evison share these ideas redeems the novel. VERDICT Give this flawed but exciting coming-of-age story to teens eager to engage with heavy and timely political issues.—Mark Flowers, Rio Vista Library, CA --Mark Flowers (Reviewed 03/01/2018) (School Library Journal, vol 64, issue 3, p127)

Publishers Weekly /\* Starred Review \*/ This moving fifth novel from Evison (*This is Your Life, Harriet Chance*) enters the wry, conflicted mind of Mike Muñoz, a recently fired yard worker with a real talent for topiary and a genuine love for landscaping. When Mike is sacked after refusing to comply with a client's orders to pick up after his dog, he takes refuge in the one place in the world that's always welcomed him: the library. As he tries to figure out what to do next, Mike contemplates writing the "Great American Landscaping Novel"—the sort of novel he'd like to read—but writing novels, he realizes, isn't for people like him: "landscapers, especially unemployed ones... had bills to pay. Cars to fix. Disabled siblings to care for." Evison convincingly evokes the small disasters and humiliations that beset America's working poor. Mike's gradual growth into self-awareness is punctuated by moments of human kindness and grace that transpire in and among broken-down trucks, trailer parks, and strip malls. Focusing on the workers who will only ever be welcome in gated communities as hired help, Evison's quiet novel beautifully considers the deterioration of the



American Dream. Agent: Mollie Glick, Foundry Literary + Media. (Apr.) --Staff (Reviewed 02/05/2018) (Publishers Weekly, vol 265, issue 6, p)

Library Journal /\* Starred Review \*/ Mike Muñoz just can't seem to get ahead. It's one crappy landscaping job after another. He likes being outside and dreams of creating elaborate topiary but can't stand working for "the man." Mike is his own worst enemy. He spends most of his free time taking care of his disabled adult brother Nate, a tyrant addicted to Despicable Me and Oreos. The rest of his time is spent grubbing quarters out of the sofa to scrape together enough to buy dinner at Mitzel's so he can catch a glimpse of his favorite waitress. But he has a plan for self-improvement, and it involves the library. There are unlimited books, free AC, and an earnest librarian, Andrew, who might just be the one to help him see his authentic self. VERDICT Readers who are uncomfortable with the author's frequent use of profanity and vulgarity will miss out on a deeply real portrait of an everyday Joe just trying to find his way. Evison combines humor, honesty, and anger with an insightful commentary on class that's also an effective coming-of-age novel. [See Prepub Alert, 10/16/17; library marketing.] --Christine Perkins (Reviewed 01/01/2018) (Library Journal, vol 143, issue 1, p84)

Kirkus / An aimless young man decides to get his life together, but life has other plans. Mike Muñoz doesn't quite know what he wants out of life, but he knows he deserves better than what he's got now: a terrible job cutting lawns, a truck that barely runs, and a tiny house packed with a disabled brother, an exhausted mother, and his mother's broke boyfriend who likes to watch porn in the living room while jamming on his bass guitar. Soon enough, however, he doesn't even have the job or the truck, and, in an ill-fated attempt to guilt-trip his mom into kicking out her boyfriend, Mike takes up residence in a shed in the backyard. Despite the steady stream of bad luck and worse decisions, Evison (This Is Your Life Harriet Chance, 2015, etc.) brings genuine humor to Mike's trials and tribulations. The writing is razor-sharp, and Evison has an unerring eye for the small details that snap a scene or a character into focus. The first-person narration turns Mike into a living, breathing person, and the reader can't help but get pulled into his worldview. "After all, most of us are mowing someone else's lawn, one way or another, and most of us can't afford to travel the world or live in New York City. Most of us feel like the world is giving us a big fat middle finger when it's not kicking us in the face with a steel-toed boot. And most of us feel powerless. Motivated but powerless." The novel has a light tone and is laugh-out-loud funny at times, but at a certain point, Mike's trials and tribulations move from comically frustrating to just frustrating. With so much going wrong for him, the reader can expect that the universe will smile on Mike eventually, but there's only so many sick family members, unpaid bills, bad jobs, awkward situations, and thwarted plans a character can suffer through. We root for Mike while also wishing we didn't have to root so hard. A book about triumphing over obstacles, and obstacles, and obstacles, and more obstacles. (Kirkus Reviews, March 1, 2018)

Additional Review Citations:

- Shelf Awareness 04/20/2018 (EAN 9781616202620, Hardcover)
- Wilson Fiction Catalog 04/11/2019 (EAN 9781616202620, Hardcover)

Book Accessioned on 05/23/2019\*

\*To the HS Library records, this book was not donated.

**Questioner/Justification and comments responding to the specific complaint:**

The objection to **Lawn Boy** is sexually explicit content between children. Page 19, 174 and 230. The result of being exposed to this book is people could be exposed to sexual acts. This book is recommended for late teens (high school). What is good about this book is it is crass, unfiltered, and speaks to teens on a relatable level. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I read the parts where fourth graders were experimenting. I am aware of outside reviews/literary criticism of this book. "A coming-of-age story wrapped in a conversational critique of class and capitalism, with equal doses of humor and heart placed here and there" - Bainbridge Island Review. The theme of **Lawn Boy** is dealing with social class distinction, overcoming discrimination, and standing up for oneself. I would like this book to be re-evaluated by the Standards Committee. I don't think it would fully do the work of **Lawn Boy**, but maybe Catcher in the Rye would convey as valuable a picture and perspective. Several important themes would be missing though.

**Review Committee recommendation:**

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Lawn Boy** meets all 10 rubric standards.

The comments from the Standards Committee included a perspective on playing doctor versus engaging in oral sex. The boy reflects on a changing moment or moments in his life. This is a literary experience and not obscenity or pornography.

Policies are followed by the school district and should a parent/caregiver not want their child to read a particular book, they can allow their student not to check out the book. **Lawn Boy** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee reviewed the Criteria for Selection of Library Materials rubric and unanimously agrees that **Lawn Boy** meets all the rubric standards. It also adheres to the Library Bill of Rights.



The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

- 
- Handwritten signatures of RB AB and MP, each repeated five times in a vertical column.



### Signature Page

Date reviewed by committee: February 27, 2023 starting at 12:43pm

#### Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

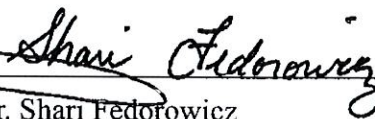
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

#### Signatures of Standards Committee Members:



Ms. Michelle Smith  
School Committee Member



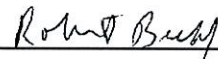
Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Town Rochester

Request represents:

X Oneself

Name Organization \_\_\_\_\_

Identify Other Group \_\_\_\_\_

- I. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Sexually explicit content between children. page 19, 174, and 230

2. What do you feel might be the result of being exposed to this curriculum/book?

People could be exposed to sexual acts by reading this.

3. For what age group would you recommend this curriculum material/book?

Late teen (high school).

4. Is there anything good about this curriculum material/book?

Crass, unfiltered, and speaks to teens on a relatable level

5. Did you review the entire curriculum material/book? *No.*

What parts? The parts where fourth graders were experimenting  
were referred to me for review.

6. Are you aware of any outside reviews/literary criticisms of this curriculum material/book? Yes

material/book? Yes → "A coming-of-age story wrapped in a conversational critique of class and capitalism, with equal doses of humor and heart placed here and there." - Bainbridge Island Review

7. What do you believe is the theme of this curriculum material/book? *Dealing with social class distinctions, overcoming discrimination, and standing up for oneself.*
8. What would you like your school to do about this curriculum material/book?

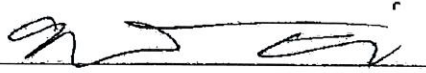
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*I don't think it would fully do the work of *Lawn Boy*, but maybe *Catcher in the Rye*. Several important themes would be missing, though.*

  
Signature of Person Requesting Review

*12/12/2022*  
Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.  
Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979





Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report Lawn Boy

---

**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>

Fri, Mar 10, 2023 at 4:09 PM

To: Matthew Monteiro &lt; &gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Lawn Boy, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Lawn Boy, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR

---

 **Lawn Boy.pdf**  
324K





## Fwd: Book Review Report Lawn Boy

1 message

**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:05 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:02 PM  
Subject: Re: Book Review Report Lawn Boy  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:49 PM Matthew Monteiro < > wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:09 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>  
**Subject:** Book Review Report Lawn Boy

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Lawn Boy, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric

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If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

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Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**

--  
Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**



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## Superintendent's Decision: Lawn Boy Review

---

Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 8:56 PM

To: Matthew Monteiro <mmonteiro@oldrochester.org>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *Lawn Boy*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library.

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *Lawn Boy*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in dark ink, appearing to read "M~N~", is placed below the word "Respectfully,".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**





---

## Superintendent's Decision: Lawn Boy Review

---

Matthew Monteiro <

>

Sun, Mar 12, 2023 at 10:13 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 8:56 PM

**To:** Matthew Monteiro <

>

**Subject:** Superintendent's Decision: Lawn Boy Review

[Quoted text hidden]





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

[www.olderochester.org](http://www.olderochester.org)

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

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

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

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

**Craig J. Davidson, M.Ed.**  
Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	Let's Talk About It
<b>Author/Producer</b>	Erika Moen and Matthew Nolan

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

#### **Reviews:**

Booklist / Grades 9-12. While its title may sound coy, **Let's Talk about It** isn't euphemistic; instead, it's a frank and open-minded look at sex, relationships, and self-understanding. Chapters cover topics ranging from puberty and masturbation to gender identity and pronoun usage, all narrated by a varied cast of teenage characters. It may seem odd to imagine two kids having a nuanced discussion about consent during a game of seven minutes in heaven, but it's that sense of fun that keeps this book from feeling too preachy or academic. The expressive art will come as no surprise to fans of Moen and Nolan's previous work on *Drawn to Sex* (v.1, 2018) or *Oh Joy, Sex Toy* (v.1, 2014). Figures are alive and active, even in conversation, shown stretching, hugging, and making faces. With back matter including helpful resources, this book is recommended for teens who want an easy-to-follow guide that won't talk down to them, health educators wanting an engaging addition to their curriculum, and all those not afraid of seeing cartoon nudity while learning to love and express themselves. (January 1, 2021 (Vol. 117, No. 9))

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

School Library Journal / Gr 9 Up—Don't be afraid. Yes, there are drawings of naked bodies in this book (mostly in the "Body Image" section), and, yes, readers will learn about some of the ways the human body is wired for pleasure. And the detailed drawings of genitals are not solely in service of explaining how babies are made. But every panel of this book, every anatomical drawing, every conversation over tea or in a tent, is loaded with crucial information about consent, respect, consideration, and boundaries. A magnificently varied cast of characters confess their insecurities to their best friends, siblings, crushes, lovers, and hookups and in return receive reassurance, information, and practical advice. Readers will learn about a laundry list of activities, including sexting, masturbation, gender, and fantasies, along with health issues such as safe sex and a couple of the less pleasant aspects of relationships: jealousy and rejection. Moen and Nolan have been making comics about sex for years—their comic *Oh Joy Sex Toy* has even been exhibited at the Tate Modern in London. Moen's richly individualistic characters keep the pages turning, despite some fat word balloons—the result of personality-rich dialogue and precision, which is important when it comes to topics like identity and relationships. A palette of browns, pinks, and grays continues the celebration of bodies of all shades and shapes. A sprinkling of profanity (including the odd F-bomb) must be noted as it may affect a school library's ability to shelve it. VERDICT Real talk about relationships and sex.—Paula Willey, Enoch Pratt Free Lib., Baltimore --Paula Willey (Reviewed 12/01/2020) (School Library Journal, vol 66, issue 12, p118)

Publishers Weekly /\* Starred Review \*/ Moen and Nolan (*Oh Joy Sex Toy*, a collected volume of their webcomic, for adults) apply their signature corny humor and straightforward handling of sex to this accessible guide that covers the "in-between stages" of intimacy, "from having a crush to... putting a condom on something." In bite-size sections that each begin with a question ("What is... aftercare?"), teen characters engage in meaningful and nuanced dialogues about aspects of identity and physicality (e.g., body image, gender and sexuality, kinks, and safe sex). Via realistic scenes and conversational dialogue balloons, characters create a blueprint for exploring their own vulnerability ("I haven't done anything before? At all?") and supporting others' ("I'm really glad you told me"). Responsibly representing a wide array of anatomically diverse "generally estrogen-rich" and "generally testosterone-rich" bodies, this guide's pale-hued art also showcases variations in ability, body shape, ethnicity, gender identity and expression, and pairings, creating a refreshingly inclusive read that takes individual desires and needs into account. Though some text-packed pages can be difficult to digest, they nevertheless provide vital information, embracing the complexity of relationships ("We're all constantly learning and growing") and offering comprehensive, no-nonsense information on sex and sexuality. Useful back matter suggests further reading and resources. Ages 14-up. Agent: Monika Verma, Levine Greenberg Rostan Literary. (Mar.) --Staff (Reviewed 02/01/2021) (Publishers Weekly, vol 268, issue 5, p)

Kirkus /\* Starred Review \*/ An illustrated sexuality and relationship education resource for teens. A multiethnic set of realistic teen cartoon characters representing a wide diversity of body types (sizes, abilities, genders) have illuminating and honest conversations in this informative guide. The first chapter focuses on what sex is, how varied sexual expression can be, and what consent means. The second chapter nonjudgmentally explores various kinds of relationships, including monogamous, polyamorous, open, and companionate. Subsequent



chapters discuss gender and sexuality (with joyful and varied illustrations), body image (featuring loving representations of many body types), anatomy (including outstanding drawings that are inclusive of trans and intersex people), masturbation (with how-to ideas presented), and thorough coverage of birth control and STI prevention. The book is rounded out with chapters on what to think about before having sex; orgasms; ground rules for sexting; kinks, fantasies, and porn; jealousy and rejection (including guidance on recognizing abusive patterns); potential impacts on friendship; and more. The tone throughout this colorful, visually appealing, and easy-to-read volume is honest, normalizing, and sex positive as it offers readers excellent and reassuring information. The married co-authors are known for their sex-education-related comic collaborations. While the dialogue can occasionally feel stilted as it conveys comprehensive content, the work is still crisp, breezy, effective, and noteworthy in a crowded field for its holistic emphasis on human, emotional aspects of sexuality. Puts the graphic in the graphic-novel format, in the best and most educational way. (further reading, authors' note, index) (Nonfiction. 13-18) (Kirkus Reviews, February 1, 2021)

Book Accessioned on 02/10/2022\*

\*To the HS Library records, this book was not donated.

#### Questioner Justification and comments responding to the specific complaint:

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Let's Talk about It** meets all 10 rubric standards.

The objection to **Let's Talk about It** is the book is full of sex acts and depictions of nudity. The result of being exposed to this book is students will learn a lot about various sexual and relational encounters. This book is recommended for high school students over age 14. Though this book is explicit, the information appears accurate. It teaches readers about various sexual activities, but also emotion, consent, and respect. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I viewed pictures posted on social media by those declaring it "porn". I read other excerpts that teach far more than sex. I am aware of outside reviews/literary criticism of this book: "A refreshingly inclusive read... offering comprehensive no-nonsense information on sex and sexuality." - Publishers Weekly. The theme of the book is to teach people who are becoming sexually active how to be responsible, respectful, and safe. I would like this book to be re-evaluated by the Standards Committee. I am not aware of a book that could replace **Let's Talk about It**.



## Review Committee recommendation:

The Standards Committee acknowledges the complaints brought forward through the complaint form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Let's Talk About It** meets all 10 rubric standards.

Each member of the Standard Committee read **Let's Talk About It** in full and met with Mr. Monterio regarding his concerns about the book. Upon review of the book and concerns, and following the policy and Criteria for Selection of Library Materials, the Standards Committee deems this book valuable and beneficial for the students.

This book, **Let's Talk About It**, discusses how to talk to partners from both partner sides. It is about respecting and consenting each person in a relationship. The book does depict sexual acts and sexuality but in a non-fiction, sexual education and teaching kids about sex and consent. In addition, sexuality, sexual identity and emphasizes healthy relationships. Physical safety and healthy attitudes and practices are promoted in this book. Inclusive relationships are also a part of this book which helps to meet the needs of certain student populations that are not represented in similar materials. The definition of relationships, starting of relationships and healthy relationships is a key proponent of this book.

Policies are followed by the school district and should a parent/caregiver not want their child to read a particular book, they can allow their student not to check out the book. **Let's Talk About It** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee reviewed the Criteria for Selection of Library Materials rubric and unanimously agrees that **Let's Talk About It** meets all the rubric standards. It also adheres to the Library Bill of Rights.

### CRITERIA FOR SELECTION OF LIBRARY MATERIALS

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.

Handwritten signatures and initials are present next to the criteria list, including "AC", "RRAB", "MO", "RRAB", "MO", "RRAB", "MO", and "M".



- |   |    |
|---|----|
| 4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.  | SF |
| 5. Library material shall meet the curriculum needs of students and staff.  | SF |
| 6. Physical format of library material shall be suitable for their intended use.  | SF |
| 7. Library materials shall be current and up-to-date.   | SF |
| 8. Library materials shall be selected to help students gain an awareness of our diverse society.   | SF |
| 9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.                                   | SF |
| 10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views. | SF |

RB AB MP  
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**Signature Page**

Date reviewed by committee: Wednesday, March 1, 2023 starting at 11:45am

Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

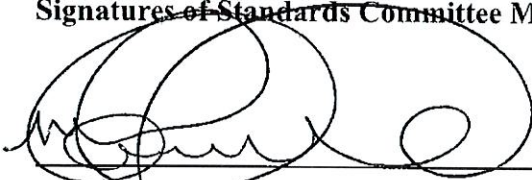
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

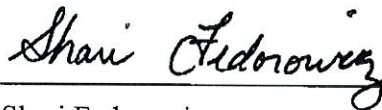
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

**Signatures of Standards Committee Members:**



Ms. Michelle Smith  
School Committee Member



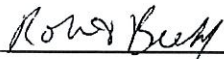
Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Erika Moen Type of Material Book (Illustrated)  
Title Let's Talk About It: the Teen's Guide to Sex, Relationships, and Being a Human  
Publisher (if known) Rit Graphic (Random House)  
Request Initiated By Matt Monteiro  
Telephone \_\_\_\_\_ Address \_\_\_\_\_  
Town Rochester

Request represents:

☒ Oneself  
\_\_\_\_ Name Organization \_\_\_\_\_  
\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

The book is full of sex acts and depictions of nudity.

2. What do you feel might be the result of being exposed to this curriculum/book?

Students will learn a lot about various sexual and relational encounters.

3. For what age group would you recommend this curriculum material/book?

14+ High school.

4. Is there anything good about this curriculum material/book?

Though explicit, the information appears accurate. It teaches readers about various sexual activities, but also emotion, consent, and respect.

5. Did you review the entire curriculum material/book? No

What parts? Pictures posted on social media by those declaring it "porn".  
Other excerpts that teach far more than sex.

6. Are you aware of any outside reviews/literary criticisms of this curriculum

material/book? "A refreshingly inclusive read... offering comprehensive, no-nonsense information on sex and sexuality." Publishers Weekly



7. What do you believe is the theme of this curriculum material/book? *Teaching people who are becoming sexually active how to be responsible, respectful, and safe.*

8. What would you like your school to do about this curriculum material/book?

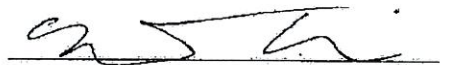
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*I am not aware of a replacement for this book.*

  
Signature of Person Requesting Review

*12/13/2022*  
Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.

Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979



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## Book Review Report Let's Talk About It

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Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Fri, Mar 10, 2023 at 4:13 PM

To: Matthew Monteiro <[redacted]>

Cc: Michelle Smith <michellesmith@oldrochester.org>, Michael Devoll <michaeldevoll@oldrochester.org>, Robert Biehl <robertbiehl@oldrochester.org>, Allison Barker <allisonbarker@oldrochester.org>

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Let's Talk About It, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Let's Talk About It, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching & Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

**#WEareOR**



Let's Talk About It.pdf

315K



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## Fwd: Book Review Report Let's Talk About It

1 message

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**Sharlene Fedorowicz** <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:08 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:03 PM  
Subject: Re: Book Review Report Let's Talk About It  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:47 PM Matthew Monteiro < > wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:13 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>  
**Subject:** Book Review Report Let's Talk About It

Dear Mr. Monteiro:



Thank you for taking the time to review the book, Let's Talk About It, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Let's Talk About It, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**



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## Superintendent's Decision: Let's Talk About It Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 9:05 PM

To: Matthew Monteiro <[REDACTED]>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *Let's Talk About It*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *Let's Talk About It*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in dark ink, appearing to read "M. Nelson", is placed below the word "Respectfully".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**





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## Superintendent's Decision: Let's Talk About It Review

---

Matthew Monteiro <

>

Sun, Mar 12, 2023 at 10:11 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

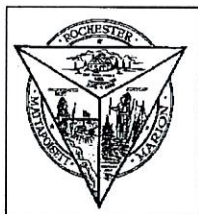
**Sent:** Sunday, March 12, 2023 9:05 PM

**To:** Matthew Monteiro <

**Subject:** Superintendent's Decision: Let's Talk About It Review

[Quoted text hidden]





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

[www.olderochester.org](http://www.olderochester.org)

Phone: 508-758-2772

Fax: 508-758-2802

**Michael S. Nelson, M.Ed.**

Superintendent of Schools

**Sharlene Fedorowicz, Ph.D**

Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, MCPPO**

Assistant Superintendent of Finance & Operations

**Craig J. Davidson, M.Ed.**

Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	Out of Darkness
<b>Author/Producer</b>	Ashley Hope Pérez

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No    **If no, please explain why.**

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Recommended in Senior High Core Collection (previously Wilson's High School Catalog)

**A partial list of awards and accolades that this book has earned from school and library professionals, students, reading and media specialists, and educational institutions:**

- Américas Book Award for Children's and Young Adult Literature: Winner, 2016
- School Library Journal Best Books: 2015
- Tomás Rivera Mexican American Children's Book Award: Winner, 2016
- YALSA Best Fiction for Young Adults: 2016
- Michael L. Printz Award: Honor, 2016
- CCBC Choices Selection, 2016
- Amelia Elizabeth Walden Award: Finalist, 2016
- Best Fiction for Young Adults: Selection, 2016
- SLJ Best Books of the Year: Selection, 2015

**Reviews:**

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

Booklist / Grades 9-12 Pérez's latest—following *The Knife and the Butterfly* (2012)—is a powerful work of historical fiction set in New London, Texas, that revolves around events leading up to the horrific 1937 school explosion that killed close to 300 people. This gripping story centers on high-school senior Naomi, a Mexican American girl who recently arrived from San Antonio with her half siblings, twins Beto and Cari, and their father, oil-field worker Henry. Naomi's struggle to learn how to take care of the household chores is complicated by her dark past with Henry and the overt racism she faces in the segregated town. She reluctantly befriends and then falls in love with an African American boy, Wash, who is both brilliant and kind to her younger brother and sister. Pérez's skillful use of multiple perspectives creates a full and well-rounded sense of place and story. Elegant prose and gently escalating action will leave readers gasping for breath at the tragic climax and moving conclusion. -- Szwerek, Magan (Reviewed 09-01-2015) (Booklist, vol 112, number 1, p108)

School Library Journal /\* Starred Review \*/ Gr 9 Up — The tale's layered plot begins with a prologue set hours after an actual deadly U.S. school disaster in New London, TX in March 1937. Readers are plunged into the grief and horror of the moment long enough to meet important protagonists and wonder at the event before being transported back to September 1936. From this point, the book focuses primarily on Naomi, a 15-year-old of Mexican heritage, and her younger biracial twin half-siblings. Recent arrivals from San Antonio, the children are all living with the twins' white father, and Naomi is forced to navigate the racially divided oil-mining town, learn to run a household, and to face her increasing interest in an African American youth. This third person story, recounted in multiple perspectives, slowly discloses the origins of the teen's apprehension for the recent transition. The insertion of black-and-white photos and stark black pages interrupt the narrative much like the metaphoric explosions in the lives of the diverse protagonists. Additionally, an increased use of white space leading to the book's climax seems to slow, and almost stop time. This book presents a range of human nature, from kindness and love to acts of racial and sexual violence. The work resonates with fear, hope, love, and the importance of memory. The author's note and acknowledgements pages give more background on the disaster. VERDICT Set against the backdrop of an actual historical event, Pérez's young adult novel gives voice to many long-omitted facets of U.S. history.—Ruth Quiroa, National Louis University, IL --Ruth Quiroa (Reviewed June 1, 2015) (School Library Journal, vol 61, issue 6, p128)

Kirkus /\* Starred Review \*/ A Mexican-American girl and a black boy begin an ill-fated love in the months leading up to a catastrophic 1937 school explosion in East Texas. The powerful story opens with the legendary school explosion in New London and then rewinds to September 1936. Naomi has begrudgingly left behind her abuelitos in San Antonio for a new life with her younger half siblings, twins, and their long-absent white father, Henry. Now a born-again Christian, Henry struggles to atone for his sins. The siblings struggle to fit into the segregated oil town, where store signs boast "No Negroes, Mexicans, or dogs." The precocious twins read better than half the senior class, and dark-skinned Naomi is guilty of not only being Mexican, but also of being "prettier than any girl in school." Their one friend is Wash, a brilliant African-American senior from the black part of town. Pérez deftly weaves multiple perspectives—including Henry and "the Gang," the collective voice of the racist students—into her unflinchingly intense narrative, but the story ultimately belongs to Naomi and Wash. Their beautifully detailed love story blossoms in the relative seclusion of



the woods, where even stepfathers can't keep them apart. But as heartbreaking events unfold, the star-crossed lovers desperately hope that any light can penetrate the black smoke cloud of darkness spreading around them. A powerful, layered tale of forbidden love in times of unrelenting racism. (author's note) (Historical fiction. 14 & up)(Kirkus Reviews, June 1, 2015)

**Additional Review Citations:**

- New York Times Book Review 11/08/2015 pg. 32 (EAN 9781467742023, Hardcover)
- Kirkus Best Young-Adult Books 12/01/2015 pg. 65 (EAN 9781467742023, Hardcover)
- Wilson Senior High Catalog 04/11/2019 (EAN 9781467742023, Hardcover)
- Wilson Senior High Catalog 04/11/2019 (EAN 9781467761796, Hardcover)

Book Accessioned on 04/05/2016\*

\*To the HS Library records, this book was not donated.

**Questioner Justification and comments responding to the specific complaint:**

The objection to **Out of Darkness** is depictions of abuse and sexually explicit scenes. The result of being exposed to this book is people could learn about trauma (and possibly react to their own similar trauma). This book is recommended for high school (age 14 plus). There are horrific things that happen in this book. Understanding why, understanding that people can do bad things, can be powerful knowledge. Better to learn in a book than real life. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I read selected elements to understand the objections. I am aware of outside reviews/literary criticism of this book: "A powerful, layered tale of forbidden love in times of unrelenting racism." Kirkus Reviews. The theme of the book is the challenges of overcoming racial and cultural discrimination and "forbidden" love. I would like this book to be re-evaluated by the Standards Committee. Maybe both Romeo and Juliet and To Kill a Mockingbird could convey as valuable a picture and perspective as **Out of Darkness**.

**Review Committee recommendation:**

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **Out of Darkness** meets all 10 rubric standards.

The comments from the Standards Committee included a perspective of the educational value of preventing abuse as opposed to grooming or promoting abuse. **Out of Darkness** is based on historical fiction based on fictional characters but acts that occurred related to racism and abuse are true events occurring during that time period.



Policies are followed by the school district and should a parent or caregiver not want their child to read a particular book, they can allow their student not to check out the book. **Out of Darkness** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

## CRITERIA FOR SELECTION OF LIBRARY MATERIALS

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.

2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.

4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.

5. Library material shall meet the curriculum needs of students and staff.

6. Physical format of library material shall be suitable for their intended use.

7. Library materials shall be current and up-to-date.

8. Library materials shall be selected to help students gain an awareness of our diverse society.

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.

10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views. 15

[illegible]

### Signature Page

Date reviewed by committee: February 27, 2023 starting at 12:45pm

Standards Committee Members Present:

Ms. Michelle Smith, School Committee member

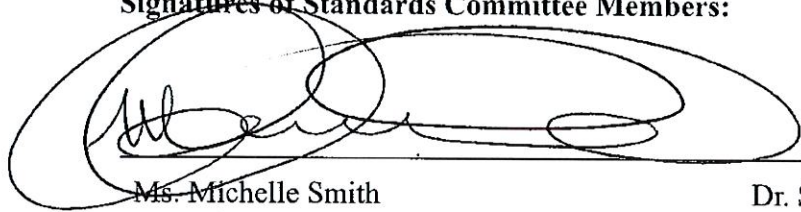
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

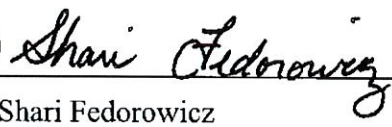
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

### Signatures of Standards Committee Members:



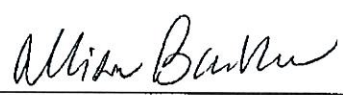
Ms. Michelle Smith  
School Committee Member



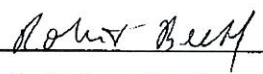
Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Ashley Hope Perez Type of Material Book

Title Out of Darkness

Publisher (if known) Holiday House

Request Initiated By Matt Monteiro

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Town Rochester

Request represents:

☒ Oneself

\_\_\_\_ Name Organization \_\_\_\_\_

\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Depictions of abuse and sexually explicit scenes.

2. What do you feel might be the result of being exposed to this curriculum/book?

People could learn about trauma (and possibly react to their own similar trauma)

3. For what age group would you recommend this curriculum material/book?

High school (age 14 plus)

4. Is there anything good about this curriculum material/book?

There are horrific things that happen. Understanding why, understanding that people can do bad things, can be powerful knowledge. Better to learn in a book than real life.

5. Did you review the entire curriculum material/book? No

What parts? Selected elements to understand the objections

6. Are you aware of any outside reviews/literary criticisms of this curriculum

material/book? "A powerful, layered tale of forbidden love in times of unrelenting racism." - Kirkus Reviews



7. What do you believe is the theme of this curriculum material/book?

The challenges of overcoming racial and cultural discrimination and "forbidden" love.

8. What would you like your school to do about this curriculum material/book?

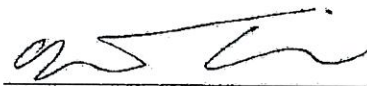
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Maybe Romeo and Juliet and To Kill a Mockingbird, but both books together.



Signature of Person Requesting Review

12/12/2022

Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.

Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979



Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report Out of Darkness

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Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

Fri, Mar 10, 2023 at 4:10 PM

To: Matthew Monteiro &lt; &gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Out of Darkness, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Out of Darkness, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR



Out of Darkness.pdf

280K



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## Fwd: Book Review Report Out of Darkness

1 message

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Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:06 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:02 PM  
Subject: Re: Book Review Report Out of Darkness  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

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On Fri, Mar 10, 2023 at 4:49 PM Matthew Monteiro < > wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:10 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>  
**Subject:** Book Review Report Out of Darkness

Dear Mr. Monteiro:

Thank you for taking the time to review the book, Out of Darkness, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric



found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, Out of Darkness, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**



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## Superintendent's Decision: Out of Darkness Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 8:59 PM

To: Matthew Monteiro < >

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *Out of Darkness*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *Out of Darkness*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in dark ink, appearing to read "M. Nelson", is placed below the word "Respectfully".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**





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## Superintendent's Decision: Out of Darkness Review

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Matthew Monteiro <

>

Sun, Mar 12, 2023 at 10:12 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 8:59 PM

**To:** Matthew Monteiro <

>

**Subject:** Superintendent's Decision: Out of Darkness Review

[Quoted text hidden]





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

[www.olderochester.org](http://www.olderochester.org)

**Phone:** 508-758-2772

**Fax:** 508-758-2802

**Michael S. Nelson, M.Ed.**

Superintendent of Schools

**Sharlene Fedorowicz, Ph.D**

Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, MCPPO**

Assistant Superintendent of Finance & Operations

**Craig J. Davidson, M.Ed.**

Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	The Absolutely True Diary of a Part-Time Indian
<b>Author/Producer</b>	Sherman Alexie

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- **Yes**
- **No** If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Senior High Core Collection (previously Wilson's High School Catalog) /  
Supplemental in Middle and Junior High Core Collection (previously Wilson's Junior High  
School Catalog)

Used in the MCAS Test - June 2012

Bulletin of the Center for Children's Books starred, 10/01/07

**A partial list of awards and accolades that this book has earned from school and library  
professionals, students, reading and media specialists, and educational institutions:**

- Boston Globe-Horn Book Awards: Fiction and Poetry
- California Young Reader Medal: Young Adult
- Delaware Diamonds: Grades 6-12
- Great Lakes Great Books Award (Michigan): Grades 9-12
- National Book Awards: Young People's Literature 2007

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

- New York Times Notable Books - Children's Books: 2007
- School Library Journal Best Books: 2007
- YALSA Best Books for Young Adults: 2008
- American Indian Youth Literature Award: Winner, 2008
- Odyssey Award: Winner, 2009
- Boston Globe-Horn Book Awards: Winner, 2008
- CCBC Choices: Selection, 2008
- Notable Books for a Global Society: Selection, 2008
- National Book Award for Young People's Literature: Winner, 2007
- Horn Book Fanfare: Selection, 2007

#### Reviews:

Booklist / Gr. 7-10 Arnold Spirit, a goofy-looking dork with a decent jumpshot, spends his time lamenting life on the "poor-ass" Spokane Indian reservation, drawing cartoons (which accompany, and often provide more insight than, the narrative), and, along with his aptly named pal Rowdy, laughing those laughs over anything and nothing that affix best friends so intricately together. When a teacher pleads with Arnold to want more, to escape the hopelessness of the rez, Arnold switches to a rich white school and immediately becomes as much an outcast in his own community as he is a curiosity in his new one. He weathers the typical teenage indignations and triumphs like a champ but soon faces far more trying ordeals as his home life begins to crumble and decay amidst the suffocating mire of alcoholism on the reservation. Alexie's humor and prose are easygoing and well suited to his young audience, and he doesn't pull many punches as he levels his eye at stereotypes both warranted and inapt. A few of the plotlines fade to gray by the end, but this ultimately affirms the incredible power of best friends to hurt and heal in equal measure. Younger teens looking for the strength to lift themselves out of rough situations would do well to start here. — Chipman, Ian (Reviewed 08-01-2007) (Booklist, vol 103, number 22, p61)

School Library Journal /\* Starred Review \*/ Gr 7-10— Exploring Indian identity, both self and tribal, Alexie's first young adult novel is a semi autobiographical chronicle of Arnold Spirit, aka Junior, a Spokane Indian from Wellpinit, WA. The bright 14-year-old was born with water on the brain, is regularly the target of bullies, and loves to draw. He says, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats." He expects disaster when he transfers from the reservation school to the rich, white school in Reardan, but soon finds himself making friends with both geeky and popular students and starting on the basketball team. Meeting his old classmates on the court, Junior grapples with questions about what constitutes one's community, identity, and tribe. The daily struggles of reservation life and the tragic deaths of the protagonist's grandmother, dog, and older sister would be all but unbearable without the humor and resilience of spirit with which Junior faces the world. The many characters, on and off the rez, with whom he has dealings are portrayed with compassion and verve, particularly the adults in his extended family. Forney's simple pencil cartoons fit perfectly within the story and reflect the burgeoning artist within Junior. Reluctant readers can even skim the pictures and construct their own story based exclusively on Forney's illustrations. The teen's determination to both improve himself and overcome poverty, despite the handicaps of birth, circumstances, and race, delivers a positive message in a low-key manner. Alexie's tale of self-discovery is a first purchase for all libraries.—Chris Shoemaker, New York Public



Library --Chris Shoemaker (Reviewed September 1, 2007) (School Library Journal, vol 53, issue 9, p190)

Kirkus /\* Starred Review \*/ Alexie nimbly blends sharp wit with unapologetic emotion in his first foray into young-adult literature. Fourteen-year-old Junior is a cartoonist and bookworm with a violent but protective best friend Rowdy. Soon after they start freshman year, Junior boldly transfers from a school on the Spokane reservation to one in a tiny white town 22 miles away. Despite his parents' frequent lack of gas money (they're a "poor-ass family"), racism at school and many crushing deaths at home, he manages the year. Rowdy rejects him, feeling betrayed, and their competing basketball teams take on mammoth symbolic proportions. The reservation's poverty and desolate alcoholism offer early mortality and broken dreams, but Junior's knowledge that he must leave is rooted in love and respect for his family and the Spokane tribe. He also realizes how many other tribes he has, from "the tribe of boys who really miss . . . their best friends" to "the tribe of tortilla chips-and-salsa lovers." Junior's keen cartoons sprinkle the pages as his fluid narration deftly mingles raw feeling with funny, sardonic insight. (Fiction. YA) (Kirkus Reviews, July 15, 2007)

Publishers Weekly /\* Starred Review \*/ Screenwriter, novelist and poet, Alexie bounds into YA with what might be a Native American equivalent of Angela's Ashes, a coming-of-age story so well observed that its very rootedness in one specific culture is also what lends it universality, and so emotionally honest that the humor almost always proves painful. Presented as the diary of hydrocephalic 14-year-old cartoonist and Spokane Indian Arnold Spirit Jr., the novel revolves around Junior's desperate hope of escaping the reservation. As he says of his drawings, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats." He transfers to a public school 22 miles away in a rich farm town where the only other Indian is the team mascot. Although his parents support his decision, everyone else on the rez sees him as a traitor, an apple ("red on the outside and white on the inside"), while at school most teachers and students project stereotypes onto him: "I was half Indian in one place and half white in the other." Readers begin to understand Junior's determination as, over the course of the school year, alcoholism and self-destructive behaviors lead to the deaths of close relatives. Unlike protagonists in many YA novels who reclaim or retain ethnic ties in order to find their true selves, Junior must separate from his tribe in order to preserve his identity. Jazzy syntax and Forney's witty cartoons examining Indian versus White attire and behavior transmute despair into dark humor; Alexie's no-holds-barred jokes have the effect of throwing the seriousness of his themes into high relief. Ages 14-up. (Sept.) --Staff (Reviewed August 20, 2007) (Publishers Weekly, vol 254, issue 33, p70)

Horn Book / The line between dramatic monologue, verse novel, and standup comedy gets unequivocally -- and hilariously and triumphantly -- bent in this novel about coming of age on the rez. Urged on by a math teacher whose nose he has just broken, Junior, fourteen, decides to make the iffy commute from his Spokane Indian reservation to attend high school in Reardan, a small town twenty miles away. He's tired of his impoverished circumstances ("Adam and Eve covered their privates with fig leaves; the first Indians covered their privates with their tiny hands"), but while he hopes his new school will offer him a better education, he knows the odds aren't exactly with him: "What was I doing at Reardan, whose mascot was an Indian, thereby



making me the only other Indian in town?" But he makes friends (most notably the class dork Gordy), gets a girlfriend, and even (though short, nearsighted, and slightly disabled from birth defects) lands a spot on the varsity basketball team, which inevitably leads to a showdown with his own home team, led by his former best friend Rowdy. Junior's narration is intensely alive and rat-a-tat-tat with short paragraphs and one-liners ("If God hadn't wanted us to masturbate, then God wouldn't have given us thumbs"). The dominant mode of the novel is comic, even though there's plenty of sadness, as when Junior's sister manages to shake off depression long enough to elope -- only to die, passed out from drinking, in a fire. Junior's spirit, though, is unquenchable, and his style inimitable, not least in the take-no-prisoners cartoons he draws (as expertly depicted by comics artist Forney) from his bicultural experience. (September/October, 2007)

#### Additional Review Citations:

- Kirkus Review - Children 07/15/2007 pg. 723 (EAN 9780316013680, Hardcover) - \*Starred Review
- Voice of Youth Advocates 08/01/2007 pg. 233 (EAN 9780316013680, Hardcover)
- Publishers Weekly 08/20/2007 pg. 70 (EAN 9780316013680, Hardcover) - \*Starred Review
- Booklist 08/01/2007 pg. 61 (EAN 9780316013680, Hardcover)
- Horn Book Magazine 09/01/2007 pg. 563 (EAN 9780316013680, Hardcover) - \*Starred Review
- School Library Journal 09/01/2007 pg. 190 (EAN 9780316013680, Hardcover) - \*Starred Review
- Kliatt 09/01/2007 pg. 6 (EAN 9780316013680, Hardcover)
- Entertainment Weekly 10/19/2007 pg. 131 (EAN 9780316013680, Hardcover)
- Bulletin of Ctr for Child Bks 10/01/2007 pg. 72 (EAN 9780316013680, Hardcover)
- New York Times Book Review 11/11/2007 pg. 39 (EAN 9780316013680, Hardcover)
- Publishers Weekly Best Books 11/05/2007 pg. 36 (EAN 9780316013680, Hardcover)
- NY Times Notable Bks of Year 12/02/2007 pg. 59 (EAN 9780316013680, Hardcover)
- People Weekly 12/24/2007 pg. 55 (EAN 9780316013680, Hardcover)
- SLJ's Best Books 12/01/2007 pg. 33 (EAN 9780316013680, Hardcover)
- VOA Top Ten Bks for Y/A 04/01/2008 pg. 7 (EAN 9780316013680, Hardcover)
- ALA Best Books Young Adults 01/01/2008 pg. 1 (EAN 9780316013680, Hardcover) - \*Starred Review
- Entertainment Weekly 09/04/2015 pg. 45 (EAN 9780316013680, Hardcover)
- Wilson Middle/Jr. High Catalog 04/11/2019 (EAN 9780316013680, Hardcover)
- Wilson Senior High Catalog 04/11/2019 (EAN 9780316013680, Hardcover)

Book Accessioned on 02/04/2010\*

\*To the HS Library records, this book was not donated.

#### Questioner Justification and comments responding to the specific complaint:

The objection to **The Absolutely True Diary of a Part-Time Indian** is profanity and sexual references, racism, bullying, and violence. The result of being exposed to this book is that readers will likely feel uncomfortable; It is challenging. This book is recommended for 12 plus years of age. What is good about this book is it provides deep, real honesty about hard life events and experiences; it provides perspective. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I read reviews and critiques only; Bookpage review, "Defly taps into the human desire to stand out while fitting in." The theme of the book identifies class and race opportunity, dreams, and hope along with unfairness and resilience. I would like this book to be re-evaluated by the Standards Committee. Some of the same themes, but a wildly different book that might

take the place of **The Absolutely True Diary of a Part-Time Indian** is The Diary of Anne Frank.

#### Review Committee recommendation:

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **The Absolutely True Diary of a Part-Time Indian** meets all 10 rubric standards.

The library is full of various and different ways to depict different organizations or community members as a means to telling a story rather than pushing an agenda.

The character struggles with the identity of being an indigenous person living on a reservation and attending school with a wealthier community of white people.

The main character is also struggling with living with a disability.

In depth look at alcoholism and death in the community and the effects on the main character.

Just because a character has a particular belief, does not mean it is taking a stand against an issue or advocating for a particular behavior.

The story allows for meaningful conversations.

Policies are followed by the school district and should a parent not want their student to read a particular book, they can allow their student not to check out the book. **The Absolutely True Diary of a Part-Time Indian** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee reviewed the Criteria for Selection of Library Materials rubric and unanimously agrees that **The Absolutely True Diary of a Part Time Indian** meets all the rubric standards. It also adheres to the Library Bill of Rights.

#### CRITERIA FOR SELECTION OF LIBRARY MATERIALS

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:



1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.

✓ RB AB M O MO

2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).

✓ RB AB M O MO

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.

✓ RB AB M O MO

4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.

RB AB M O MO

5. Library material shall meet the curriculum needs of students and staff.

RB AB M O MO

6. Physical format of library material shall be suitable for their intended use.

RB AB M O MO

7. Library materials shall be current and up-to-date.

RB AB M O MO

8. Library materials shall be selected to help students gain an awareness of our diverse society.

RB AB M O MO

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.

RB AB M O MO

10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.

RB AB M O MO

RB AB M O MO



**Signature Page**

Date reviewed by committee: January 23, 2023 starting at 11:45am

**Standards Committee Members Present:**

Ms. Michelle Smith, School Committee Member

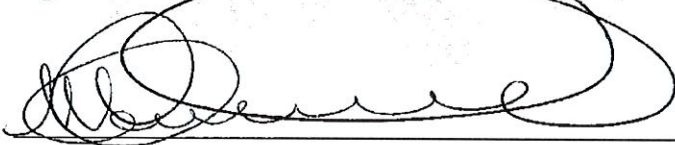
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

**Signatures of Standards Committee Members:**



Ms. Michelle Smith  
School Committee Member



Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Sherman Alexie Type of Material Book  
Title The Absolutely True Diary of a Part-Time Indian  
Publisher (if known) Little, Brown Books for Young Readers  
Request Initiated By Matt Montelero  
Telephone \_\_\_\_\_ Address \_\_\_\_\_  
Town Rochester

Request represents:

- ☒ Oneself  
\_\_\_\_ Name Organization \_\_\_\_\_  
\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Profanity and sexual references. Racism, bullying, and violence.

2. What do you feel might be the result of being exposed to this curriculum/book?

This book will likely make readers uncomfortable. It is challenging.

3. For what age group would you recommend this curriculum material/book?

12+ years.

4. Is there anything good about this curriculum material/book?

Deep, real honesty about hard life events and experiences provides perspective.

5. Did you review the entire curriculum material/book? No

What parts? Reviews and critiques only.

6. Are you aware of any outside reviews/literary criticisms of this curriculum

material/book? "Deftly taps into the human desire to stand out while fitting in." - Bookpage

7. What do you believe is the theme of this curriculum material/book? *Identity (class and race) opportunity, dreams, and hope along with unfairness and resilience.*
8. What would you like your school to do about this curriculum material/book?

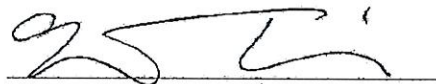
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*Some of the same themes, but a wildly different book: The Diary of Anne Frank.*



Signature of Person Requesting Review

*12/12/2022*

Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.  
Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979





Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report The Absolutely True Diary of a Part-Time Indian

---

Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

Fri, Mar 10, 2023 at 4:11 PM

To: Matthew Monteiro &lt;

&gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, The Absolutely True Diary of a Part-Time Indian, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, The Absolutely True Diary of a Part-Time Indian, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR



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**The Absolutely True Diary of a Part Time Indian.pdf**

3594K



## Fwd: Book Review Report The Absolutely Tired Diary of a Part-Time Indian

1 message

Sharlene Fedorowicz <sharlnefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:06 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:02 PM  
Subject: Re: Book Review Report The Absolutely Tired Diary of a Part-Time Indian  
To: Matthew Monteiro <matthewmonteiro@oldrochester.org>  
Cc: Sharlene Fedorowicz <sharlnefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:48 PM Matthew Monteiro <matthewmonteiro@oldrochester.org> wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlnefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:11 PM  
**To:** Matthew Monteiro <matthewmonteiro@oldrochester.org>  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>  
**Subject:** Book Review Report The Absolutely Tired Diary of a Part-Time Indian

Dear Mr. Monteiro:

Thank you for taking the time to review the book, The Absolutely True Diary of a Part-Time Indian, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria

for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, The Absolutely True Diary of a Part-Time Indian, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**





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## Superintendent's Decision: The Absolutely True Diary of a Part-Time Indian Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 9:02 PM

To: Matthew Monteiro <

>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *The Absolutely True Diary of a Part-Time Indian*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *The Absolutely True Diary of a Part-Time Indian*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in dark ink, appearing to read "M. Nelson", is placed below the word "Respectfully".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**



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## Superintendent's Decision: The Absolutely True Diary of a Part-Time Indian Review

---

Matthew Monteiro <[REDACTED]>

Sun, Mar 12, 2023 at 10:12 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 9:02 PM

**To:** Matthew Monteiro <[REDACTED]>

**Subject:** Superintendent's Decision: The Absolutely True Diary of a Part-Time Indian Review

[Quoted text hidden]





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

[www.oldrochester.org](http://www.oldrochester.org)

Phone: 508-758-2772

Fax: 508-758-2802

**Michael S. Nelson, M.Ed.**

Superintendent of Schools

**Sharlene Fedorowicz, Ph.D**

Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, MCPPO**

Assistant Superintendent of Finance & Operations

**Craig J. Davidson, M.Ed.**

Director of Student Services

### **Review of Library or Instructional Materials Committee Report**

<b>Title</b>	The Bluest Eye
<b>Author/Producer</b>	Toni Morrison

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No     If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Senior High Core Collection (previously Wilson's High School Catalog) / Essential in Fiction Core Collection

AP English Literature and Composition Text

**Reviews:**

Kirkus / This soil, "concludes the young narrator of this quiet chronicle of garrotted innocence," is bad for all kinds of flowers. Certain seeds it will not nurture, certain fruit it will not bear." And among the exclusions of white rural Ohio, echoed by black respectability, is ugly, black, loveless, twelve-year-old Pecora. But in a world where blue-eyed gifts are clucked over and admired, and the Pecoras are simply not seen, there is always the possibility of the dream and wish--for blue eyes. Born of a mother who adjusted her life to the clarity and serenity of white households and "acquired virtues that were easy to maintain" and a father, Cholly, stunted by early rejections and humiliations, Pecora just might have been loved--for in raping his daughter Cholly did at least touch her. But "Love is never better than the lover," and

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.



with the death of her baby, the child herself, accepting absolutely the gift of blue eyes from a faith healer (whose perverse interest in little girls does not preclude understanding), inches over into madness. A skillful understated tribute to the fall of a sparrow for whose small tragedy there was no watching eye. (Kirkus Reviews, October 1, 1970)

**Additional Review Citations:**

- Essence 08/01/2011 pg. 85 (EAN 9780375411557, Hardcover)
- Essence 02/01/2011 pg. 168 (EAN 9780375411557, Hardcover)
- Entertainment Weekly 06/27/2014 pg. 23 (EAN 9780375411557, Hardcover)
- Wilson Fiction Catalog 04/11/2019 (EAN 9780375411557, Hardcover)
- Wilson Senior High Catalog 04/11/2019 (EAN 9780375411557, Hardcover)
- Ingram Advance 09/01/2005 pg. 62 (EAN 9780452287068, Paperback)
- Library Journal 11/15/1994 (EAN 9780452273054, Paperback)

Book Accessioned on 12/12/2008\*

\*To the HS Library records, this book was not donated.

**Questioner Justification and comments responding to the specific complaint:**

The objection to **The Bluest Eye** is child sexual abuse and racism. The result of being exposed to this book is such content is emotionally burdensome and difficult for some readers. **The Bluest Eye** is recommended for high school students. This book is a classic, both challenged and applauded for its tackling of some very dark and problematic parts of humanity and how they can be internalized. At the time of submission, I did not read the entire book, but did end up reading the book in its entirety prior to meeting with the Standards committee. I had deep discussions with others I trust who read the book. I reviewed passages they pointed me to. I am aware of outside reviews/literary criticism of this book; "A profoundly successful work of fiction... taut and understated, harsh in its detachment, sympathetic in its truth... it is an experience" - The Detroit Free Press. The theme of the book is a desire to "fit in" and become who you are "supposed to be" even if it destroys you. I would like this book to be re-evaluated by the Standards Committee. I don't know of a comparable work that puts the reader in such a place to gain a challenging perspective.

**Review Committee recommendation:**

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **The Bluest Eyes** meets all 10 rubric standards.

Toni Morrison is considered an important writer in the 21st Century and her books are on multiple recommended reading lists. They are controversial because they address subjects that

RB B D MO  
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RB B MO  
AF  
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RB B MO  
RB B MO



9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.

LF

RB

AD

JP

MP

10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.

LF

RB

AD

JP

MP



**Signature Page**

Date reviewed by committee: February 27, 2023 starting at 11:45am

Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

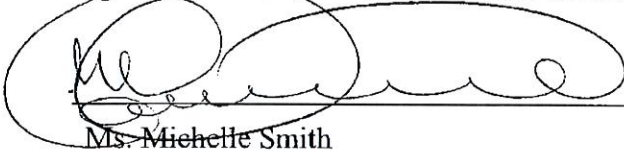
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

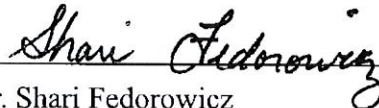
Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

**Signatures of Standards Committee Members:**



Ms. Michelle Smith  
School Committee Member



Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator

## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Toni Morrison Type of Material Book

Title The Bluest Eye

Publisher (if known) Knopf Doubleday Publishing Group

Request Initiated By Matt Monteiro

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Town Rochester

Request represents:

- ☒ Oneself  
\_\_\_\_ Name Organization \_\_\_\_\_  
\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Child sexual abuse, Racism,

2. What do you feel might be the result of being exposed to this curriculum/book?

Such content is emotionally burdensome and difficult for some readers.

3. For what age group would you recommend this curriculum material/book?

High school students.

4. Is there anything good about this curriculum material/book? This is a classic, both challenged and applauded for its tackling of some very dark and problematic parts of humanity and how they can be internalized.

5. Did you review the entire curriculum material/book? No

What parts? I had deep discussions with others I trust who read the book. I reviewed passages they pointed me to.

6. Are you aware of any outside reviews/literary criticisms of this curriculum material/book? "A profoundly successful work of fiction... taut and understated,

harsh in its detachment, sympathetic in its truth ... it is an experience," - The Detroit Free Press

7. What do you believe is the theme of this curriculum material/book? *A desire to "fit in" and become who you are "supposed to be" even if it destroys you.*
8. What would you like your school to do about this curriculum material/book?

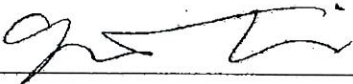
☐ Do not assign to my child

☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

*I don't know of a comparable work that puts the reader in such a place to gain a challenging perspective.*

  
\_\_\_\_\_  
Signature of Person Requesting Review

*12/12/2022*  
\_\_\_\_\_  
Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.  
Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979





Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report The Bluest Eye

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Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

Fri, Mar 10, 2023 at 4:12 PM

To: Matthew Monteiro &lt; &gt;

Cc: Michelle Smith &lt;michellesmith@oldrochester.org&gt;, Michael Devoll &lt;mikedevoll@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, *The Bluest Eye*, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, *The Bluest Eye*, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

A handwritten signature in cursive script that reads "Shari Fedorowicz".

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR



---

**The Bluest Eye.pdf**

2295K



## Fwd: Book Review Report The Bluest Eye

1 message

Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:07 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:02 PM  
Subject: Re: Book Review Report The Bluest Eye  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:48 PM Matthew Monteiro < >  
Hello Superintendent Nelson,

> wrote:

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

**Sent:** Friday, March 10, 2023 4:12 PM

**To:** Matthew Monteiro < >

**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <mikedevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>

**Subject:** Book Review Report The Bluest Eye

Dear Mr. Monteiro:

Thank you for taking the time to review the book, The Bluest Eye, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric

found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, *The Bluest Eye*, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)  
**#WEareOR**





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## Superintendent's Decision: The Bluest Eye Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 9:03 PM

To: Matthew Monteiro <

>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *The Bluest Eye*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *The Bluest Eye*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in dark ink, appearing to read "M. Nelson", is placed below the word "Respectfully".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**



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## Superintendent's Decision: The Bluest Eye Review

---

Matthew Monteiro <

>

Sun, Mar 12, 2023 at 10:11 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 9:03 PM

**To:** Matthew Monteiro <

**Subject:** Superintendent's Decision: The Bluest Eye Review

[Quoted text hidden]





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

Marion - Mattapoisett - Rochester  
135 Marion Road  
Mattapoisett, MA 02739

[www.olderochester.org](http://www.olderochester.org)

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

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

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

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

**Craig J. Davidson, M.Ed.**  
Director of Student Services

**Review of Library or Instructional Materials  
Committee Report**

<b>Title</b>	The Hate U Give
<b>Author/Producer</b>	Angie Thomas

**Has every member of the committee read, listened to, or viewed the material in its entirety?**

- Yes
- No If no, please explain why.

Yes, all Standards Committee members have fully read the book

**Resources consulted in evaluation: (include policies, articles, reviews etc.)**

Essential in Senior High Core Collection (previously Wilson's High School Catalog)

Bulletin of the Center for Children's Books starred, 03/01/17

**A partial list of awards and accolades that this book has earned from school and library professionals, students, reading and media specialists, and educational institutions:**

- Booklist Editors' Choice - Books for Youth - Older Readers Category: 2017
- Boston Globe-Horn Book Awards: Fiction and Poetry
- British Book Awards (the Nibbies): Children's Book of the Year
- Coretta Scott King Author Honor, 2018
- Colorado Blue Spruce Young Adult Book Award
- Eliot Rosewater Indiana High School Book Award (Rosie Award)
- Garden State Teen Book Awards (New Jersey): Fiction (Grades 9-12)
- Gateway Readers Award (Missouri)
- Georgia Peach Book Award for Teen Readers

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.



- Golden Archer Awards (Wisconsin): Senior
- Goodreads Choice Awards: 2017
- Goodreads Choice Awards: 2018
- Grand Canyon Reader Award (Arizona): Teen Book
- Illinois Readers' Choice Awards: Abraham Lincoln Award
- Indies' Choice Book Awards: Young Adult Fiction
- Inky Awards: Silver Inky
- Pennsylvania Young Reader's Choice Awards: Young Adult
- Rhode Island Teen Book Award
- Romantic Times Reviewers' Choice Award - Best Young Adult/New Adult: 2017
- School Library Journal Best Books: 2017
- William C. Morris YA Debut Award
- YALSA Best Fiction for Young Adults: 2018
- YALSA Quick Picks for Reluctant Young Adult Readers: 2018
- Young Reader's Choice Award (Pacific Northwest): Senior
- Kirkus Prize for Young Readers' Literature finalist, 2017.
- Longlisted for the National Book Award for Young People's Literature, 2017
- Michael L. Printz Honor Book, 2018

#### **Reviews:**

Booklist / Grades 9-12 /\* Starred Review \*/ Sixteen-year-old Starr lives in two very different worlds: one is her home in a poor black urban neighborhood; the other is the tony suburban prep school she attends and the white boy she dates there. Her bifurcated life changes dramatically when she is the only witness to the unprovoked police shooting of her unarmed friend Khalil and is challenged to speak out—though with trepidation—about the injustices being done in the event's wake. As the case becomes national news, violence erupts in her neighborhood, and Starr finds herself and her family caught in the middle. Difficulties are exacerbated by their encounters with the local drug lord for whom Khalil was dealing to earn money for his impoverished family. If there is to be hope for change, Starr comes to realize, it must be through the exercise of her voice, even if it puts her and her family in harm's way. Thomas' debut, both a searing indictment of injustice and a clear-eyed, dramatic examination of the complexities of race in America, invites deep thoughts about our social fabric, ethics, morality, and justice. Beautifully written in Starr's authentic first-person voice, this is a marvel of verisimilitude as it insightfully examines two worlds in collision. An inarguably important book that demands the widest possible readership. HIGH-DEMAND BACKSTORY: From the moment this book sold, it has been high-profile. An in-the-works movie adaptation will further push this to the head of the class. -- Cart, Michael (Reviewed 12/15/2016) (Booklist, vol 113, number 8, p48)

School Library Journal /\* Starred Review \*/ Gr 8 Up—After Starr and her childhood friend Khalil, both black, leave a party together, they are pulled over by a white police officer, who kills Khalil. The sole witness to the homicide, Starr must testify before a grand jury that will decide whether to indict the cop, and she's terrified, especially as emotions run high. By turns frightened, discouraged, enraged, and impassioned, Starr is authentically adolescent in her reactions. Inhabiting two vastly different spheres—her poor, predominantly black neighborhood, Garden Heights, where gangs are a fact of life, and her rich, mostly white private school—causes



strain, and Thomas perceptively illustrates how the personal is political: Starr is disturbed by the racism of her white friend Hailey, who writes Khalil off as a drug dealer, and Starr's father is torn between his desire to support Garden Heights and his need to move his family to a safer environment. The first-person, present-tense narrative is immediate and intense, and the pacing is strong, with Thomas balancing dramatic scenes of violence and protest with moments of reflection. The characterization is slightly uneven; at times, Starr's friends at school feel thinly fleshed out. However, Starr, her family, and the individuals in their neighborhood are achingly real and lovingly crafted. VERDICT Pair this powerful debut with Jason Reynolds and Brendan Kiely's *All American Boys* to start a conversation on racism, police brutality, and the Black Lives Matter movement.—Mahnaz Dar, *School Library Journal* --Mahnaz Dar (Reviewed 01/01/2017) (*School Library Journal*, vol 63, issue 1, p105)

Kirkus Reviews /\* Starred Review \*/ Sixteen-year-old Starr Carter is a black girl and an expert at navigating the two worlds she exists in: one at Garden Heights, her black neighborhood, and the other at Williamson Prep, her suburban, mostly white high school. Walking the line between the two becomes immensely harder when Starr is present at the fatal shooting of her childhood best friend, Khalil, by a white police officer. Khalil was unarmed. Khalil's death becomes national news, where he's called a thug and possible drug dealer and gangbanger. His death becomes justified in the eyes of many, including one of Starr's best friends at school. The police's lackadaisical attitude sparks anger and then protests in the community, turning it into a war zone. Questions remain about what happened in the moments leading to Khalil's death, and the only witness is Starr, who must now decide what to say or do, if anything. Thomas cuts to the heart of the matter for Starr and for so many like her, laying bare the systemic racism that undergirds her world, and she does so honestly and inescapably, balancing heartbreak and humor. With smooth but powerful prose delivered in Starr's natural, emphatic voice, finely nuanced characters, and intricate and realistic relationship dynamics, this novel will have readers rooting for Starr and opening their hearts to her friends and family. This story is necessary. This story is important. (Fiction. 14 & up) (December 15, 2016)

Publishers Weekly /\* Starred Review \*/ At home in a neighborhood riven with gang strife, Starr Carter, 16, is both the grocer's daughter and an outsider, because she attends private school many miles away. But at Williamson Prep, where she's among a handful of black students, she can't be herself either: no slang, no anger, no attitude. That version of herself—"Williamson Starr"—"doesn't give anyone a reason to call her ghetto." She's already wrestling with what Du Bois called "double consciousness" when she accepts a ride home from Khalil, a childhood friend, who is then pulled over and shot dead by a white cop. Starr's voice commands attention from page one, a conflicted but clear-eyed lens through which debut author Thomas examines Khalil's killing, casual racism at Williamson, and Starr's strained relationship with her white boyfriend. Though Thomas's story is heartbreakingly topical, its greatest strength is in its authentic depiction of a teenage girl, her loving family, and her attempts to reconcile what she knows to be true about their lives with the way those lives are depicted—and completely undervalued—by society at large. Ages 14-up. Agent: Brooks Sherman, Bent Agency. (Feb.) (November 28, 2016)

Horn Book /\* Starred Review \*/ Sixteen-year-old Starr Carter lives a life many African American teenagers can relate to: a life of double consciousness. Caught between her rough,



predominantly black neighborhood and the “proper,” predominantly white prep school she attends, Starr has learned how to “speak with two different voices and only say certain things around certain people.” This precarious balance is broken when Starr witnesses the shooting of her (unarmed) childhood friend Khalil at the hands of a police officer. What follows is a gut-wrenching chain of events that alters all Starr holds dear. New relationships are forged, old ones are severed, and adversaries arise as Starr’s family, friends, school, and neighborhood react to Khalil’s death, including questioning who Khalil was, and whether his death was justified. Between her neighborhood’s “no-snitching” code and inaccurate media portrayals, Starr must decide whether or not to speak out—and her decision could endanger her life. With a title taken from rapper Tupac Shakur’s acronym THUG LIFE (“The Hate U Give Little Infants Fucks Everybody”), the novel introduces numerous components of the urban experience, “thug life” included. From drug addicts to police officers, most characters are multifaceted, proving that Starr’s world is not all black or white (or black vs. white, for that matter). The story, with so many issues addressed, can feel overwhelming at times, but then again, so can the life of an African American teen. Debut author Thomas is adept at capturing the voices of multiple characters, and she ultimately succeeds in restoring Starr’s true voice. Thomas has penned a powerful, in-your-face novel that will similarly galvanize fans of Kekla Magoon’s *How It Went Down* (rev. 11/14) and Jason Reynolds and Brendan Kiely’s *All American Boys* (rev. 11/15). eboni njoku (March/April, 2017)

**Additional Review Citations:**

- Voice of Youth Advocates 02/01/2017 (EAN 9780062498533, Hardcover)
- BookPage 03/01/2017 (EAN 9780062498533, Hardcover)
- Bulletin of Ctr for Child Bks 03/01/2017 (EAN 9780062498533, Hardcover) - \*Starred Review
- Shelf Awareness 02/28/2017 (EAN 9780062498533, Hardcover)
- Shelf Awareness 12/19/2017 (EAN 9780062498533, Hardcover)
- Wilson Senior High Catalog 04/11/2019 (EAN 9780062498533, Hardcover)

Book Accessioned on 08/11/2017\*

\*To the HS Library records, this book was not donated.

**Questioner/Justification and comments responding to the specific complaint:**

The objection to **The Hate U Give** is violence and death. Some see an anti-police “agenda” despite an important ally to the main character who is an officer. The result of being exposed to this book is a person might begin to see more nuance in societal interactions and social structures. This book is recommended for 13 years and up. What is good about this book is the main character, living in several “bubbles”, sees them pop one by one, experiencing the convergence of multiple “realities” colliding. I read the entire book. I am aware of outside reviews/literary criticism of this book. It has won many prestigious awards. Themes of identity (intersectional on top of racial, gender, class, etc.) are explored in context of what they mean to a person and to those around them. I would like this book to be re-evaluated by the Standards Committee. In place of **The Hate U Give**, Brave New World and/or Grapes of Wrath might touch some of the important themes, but not in a modern “real world” way.



### Review Committee recommendation:

The Standards Committee acknowledges the information brought forward through the Review Request Form and meeting with the questioner. Upon review by the Standards Committee, the Criteria for Selection of Library Materials was reviewed in conjunction with this book. The Standards Committee, in review of the book, has determined that the book **The Hate U Give** meets all 10 rubric standards.

The library is full of various and different ways to depict different organizations or community members as a means to telling a story rather than pushing an agenda.

The character struggles with both sides related to police officers and race, and encourages the reader to think about both sides.

Just because a character has a particular belief, does not mean it is taking a stand against an issue or advocating for a particular behavior.

The story allows for meaningful conversations.

Policies are followed by the school district and should a parent/caregiver not want their child to read a particular book, they can allow their student not to check out the book. **The Hate U Give** is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee reviewed the Criteria for Selection of Library Materials rubric and unanimously agrees that **The Hate U Give** meets all the rubric standards. It also adheres to the Library Bill of Rights.

#### CRITERIA FOR SELECTION OF LIBRARY MATERIALS

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula. *AF*
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs). *AF*
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected. *AF*
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening. *AF*
5. Library material shall meet the curriculum needs of students and staff. *AF*
6. Physical format of library material shall be suitable for their intended use. *AF*

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*RB AB MO*

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|---|----|
| 7. Library materials shall be current and up-to-date.   | AF |
| 8. Library materials shall be selected to help students gain an awareness of our diverse society.   | AF |
| 9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.                                   | AF |
| 10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views. | AF |

KB AB  
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 LB AB  
 KB AB

M  
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 M

**Signature Page**

Date reviewed by committee: January 23, 2023 starting at 11:45am

**Standards Committee Members Present:**

Ms. Michelle Smith, School Committee Member

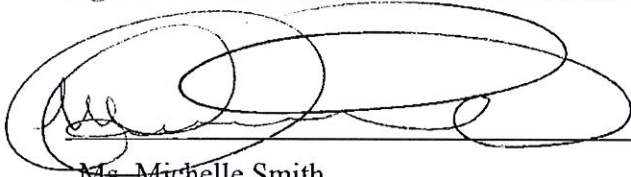
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

Mr. Michael Devoll, High School Principal

Ms. Allison Barker, High School Librarian

Mr. Robert Biehl, English Department Coordinator

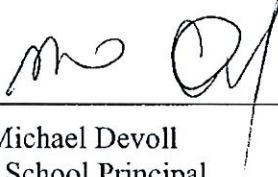
**Signatures of Standards Committee Members:**



Ms. Michelle Smith  
School Committee Member



Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



Mr. Michael Devoll  
High School Principal



Ms. Allison Barker  
High School Librarian



Mr. Robert Biehl  
English Department Coordinator



## REVIEW REQUEST FORM

### CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer Angie Thomas Type of Material Book

Title The Hate U Give

Publisher (if known) Balzer + Bray

Request Initiated By Matl Monteiro

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Town Rochester

Request represents:

☒ Oneself

\_\_\_\_ Name Organization \_\_\_\_\_

\_\_\_\_ Identify Other Group \_\_\_\_\_

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

Violence and death. Some see an anti-police "agenda" despite an important ally to the main character who is an officer.

2. What do you feel might be the result of being exposed to this curriculum/book?

A person might begin to see more nuance in societal interactions and social structures.

3. For what age group would you recommend this curriculum material/book?

13 years and up.

4. Is there anything good about this curriculum material/book?

The main character, living in several "bubbles" sees them pop one by one, experiencing the convergence of multiple "realities" colliding.

5. Did you review the entire curriculum material/book? Yes

What parts? All.

6. Are you aware of any outside reviews/literary criticisms of this curriculum material/book?

I am. It has won many prestigious awards.

7. What do you believe is the theme of this curriculum material/book?

Themes of identity (inter/sectional) on top of racial, gender, class etc) are explored

8. What would you like your school to do about this curriculum material/book?

☐ Do not assign to my child

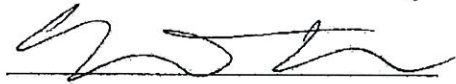
☐ Withdraw it from all students as well as from my child

☒ Send it back for reevaluation

in context of what they mean to a person and to those around them.

9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Brave New World and/or Grapes of Wrath might touch some of the important themes, but not in a modern "real world" way.



Signature of Person Requesting Review

12/12/22

Date

**Please submit this form to the Building Principal and/or Assistant Superintendent**

Approved at the Joint School Committee Meeting of October 25, 2012.

Source: Adopted by the Old Rochester Regional School District/Massachusetts  
Superintendency Union #55 on November 26, 1979



Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

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## Book Review Report The Hate U Give

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Sharlene Fedorowicz &lt;sharlenefedorowicz@oldrochester.org&gt;

Fri, Mar 10, 2023 at 4:11 PM

To: Matthew Monteiro &lt;

&gt;

Cc: Michelle Smith &lt;micheellesmith@oldrochester.org&gt;, Michael Devoll &lt;michaeldevoll@oldrochester.org&gt;, Robert Biehl &lt;robertbiehl@oldrochester.org&gt;, Allison Barker &lt;allisonbarker@oldrochester.org&gt;

Dear Mr. Monteiro:

Thank you for taking the time to review the book, The Hate U Give, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, The Hate U Give, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching &amp; Learning

Old Rochester Regional School District and MA Superintendency Union #55

Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR

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 The Hate U Give.pdf  
353K





## Fwd: Book Review Report The Hate U Give

1 message

Sharlene Fedorowicz <sharlnefedorowicz@oldrochester.org>  
To: Kim Read <Kimread@oldrochester.org>

Mon, Mar 13, 2023 at 4:06 PM

----- Forwarded message -----

From: **Michael S. Nelson** <mikenelson@oldrochester.org>  
Date: Fri, Mar 10, 2023 at 5:02 PM  
Subject: Re: Book Review Report The Hate U Give  
To: Matthew Monteiro < >  
Cc: Sharlene Fedorowicz <sharlnefedorowicz@oldrochester.org>

Hello Mr. Monteiro,

I am in receipt of your appeal of the Standing Committee's written decision regarding the cited library book in your correspondence below.

Therefore, I will schedule a meeting with you in the near future to hear your concerns and render a written decision in relation to your appeal.

Thank you and take care.

Respectfully,

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**

On Fri, Mar 10, 2023 at 4:49 PM Matthew Monteiro < > wrote:  
Hello Superintendent Nelson,

The standards committee has made their determination on this book. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore I am requesting you personally review this book and would like to meet with you to discuss it. I am available almost all day Monday, but have a meeting at 2:00 pm, so would need to leave prior to that.

Thank you,  
-Matt Monteiro

---

**From:** Sharlene Fedorowicz <sharlnefedorowicz@oldrochester.org>  
**Sent:** Friday, March 10, 2023 4:11 PM  
**To:** Matthew Monteiro < >  
**Cc:** Michelle Smith <michellesmith@oldrochester.org>; Michael Devoll <michaeldevoll@oldrochester.org>; Robert Biehl <robertbiehl@oldrochester.org>; Allison Barker <allisonbarker@oldrochester.org>  
**Subject:** Book Review Report The Hate U Give

Dear Mr. Monteiro:

Thank you for taking the time to review the book, The Hate U Give, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric

found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

Per our Policy and Procedure for Filing a Request for Review of Materials and Books, the members of the Standards Committee are providing you with a written decision through this email to inform you that the members of the Standards Committee unanimously voted to keep the book, The Hate U Give, in the library. Attached to this email is the written documentation of your Request for Review form along with the written final decision which can be read in the Review of Library or Instructional Materials Committee Report.

If this decision is not satisfactory, you may make an appeal to the Superintendent in which he will meet with you either in-person or virtually and render a decision. If the Superintendent's decision is unsatisfactory, you may appeal to the School Committee for a final decision.

Thank you for taking the time to review the book.

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**

--

Respectfully,



Shari Fedorowicz, Ph.D.  
Assistant Superintendent of Teaching & Learning  
Old Rochester Regional School District and MA Superintendency Union #55  
Phone: 508-758-2772  
Email: [sharifedorowicz@oldrochester.org](mailto:sharifedorowicz@oldrochester.org)  
(She/Her/Hers)

**#WEareOR**



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## Superintendent's Decision: The Hate U Give Review

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Michael S. Nelson <mikenelson@oldrochester.org>

Sun, Mar 12, 2023 at 9:00 PM

To: Matthew Monteiro <1

>

Dear Mr. Monteiro,

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *The Hate U Give*. This book is currently in the school library.

Since then it is my understanding that per the District Adopted Procedures to IJ-R Reconsideration of Instructional Materials - the Standards Committee reviewed your request, met with you to hear your concerns and feedback regarding the book, considered other pertinent facts and information, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with the The Library Bill of Rights of the American Library Association to review the book. Consequently, the Standards Committee issued a written decision outlining that it voted unanimously to keep the book in the library .

Since then, it is my understanding that you found the decision of the Standards Committee to be unsatisfactory and appealed the decision to the Superintendent of Schools for consideration.

As a result, I have reviewed your Citizen's Request for Review of a Book or Curriculum Material form, met with you to discuss your appeal and reasoning, reviewed the Standards Committee's written decision and related documentation, and other pertinent facts and information.

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *The Hate U Give*, in the school library.

If you find my decision to be unsatisfactory, you may appeal it to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time.

Thank you and take care.

Respectfully,

A handwritten signature in cursive script, appearing to read "M. Nelson", is located below the word "Respectfully,".

Michael S. Nelson (he/him)  
Superintendent of Schools  
Old Rochester & MA Sup. Union #55  
Ph: 508-758-2772 ext. 1956

**#WEareOR**





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## Superintendent's Decision: The Hate U Give Review

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Matthew Monteiro <

>

Sun, Mar 12, 2023 at 10:12 PM

To: "Michael S. Nelson" <mikenelson@oldrochester.org>, Shari Fedorowicz <sharlenefedorowicz@oldrochester.org>, Michelle Smith <michellesmith@oldrochester.org>

Mr. Nelson, Dr. Fedorowicz, and Chairperson Smith,

Thank you all for taking the time to review the books I requested be evaluated.

As I stated in my initial request, "It has come to my attention that concerns about several books have been repeatedly raised by some members of the community at school committee meetings and in the public sphere, including on social media, talk radio, and news print. I do not agree that these books are obscene or problematic, and I support the representation of marginalized communities, but my opinions are those of one individual. It is time that these books go through the process of review so that all can be satisfied that they have been evaluated and people's concerns can be addressed." ... "I expect that the review process will be fair, and trust that the Standards Committee will look at the merits of the books as well as the concerns of those worried about them. Let them be evaluated as appropriate or not for a high school library, based upon what is actually in them, rather than what is said about them in public discourse."

And as I stated upon learning the findings of the standards committee, "The standards committee has made their determination on [these] book[s]. While I support their recommendation, I believe that the process should be transparent to the community, students, and parents. Therefore, I am requesting you [Superintendent Nelson] personally review [these] book[s]..."

So too now, it is my hope that the thorough review you've all undertaken will be respected and understood by the community, students, parents, and also school committee members. From the beginning this was about addressing the concerns of individuals along with the needs of learners in the school community.

While I agree with the results of the findings of the standards committee and those of Superintendent Nelson, I still believe that the community (especially the students) is owed transparency as to how the process took place and, ultimately, for the school committee to make a final determination based upon your expert perspectives. I am asking that the school committee finish the review that was started and render a decision.

If these books are to remain, and I believe they should (upon your advice and having read all of them myself), let it be because the experts (yourselves) and the elected representatives have determined that is the right course of action, and done so for all to see with the full support of all decisionmakers at the table.

-Matt Monteiro

---

**From:** Michael S. Nelson <mikenelson@oldrochester.org>

**Sent:** Sunday, March 12, 2023 9:00 PM

**To:** Matthew Monteiro <

**Subject:** Superintendent's Decision: The Hate U Give Review

[Quoted text hidden]



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

# Memo

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

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

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

**Date:** March 9, 2023

**Re:** Financial Report – Fiscal Year 2023

**Financial Report:**

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

· Year to Date Budget Report by Department as of March 9, 2023

**For the purpose of our Financial Forecasting:**

The Old Rochester Regional School District currently has \$288,556 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total \$20,845,272 authorized to the Old Rochester Regional School District.

- \$ 20,424,272 - **General Funds Approved**
- \$ 421,000 - **Capital Improvements Approved**
- \$ 20,845,272 – **Total General Funds**
- \$ 20,556,716 – **Obligations Paid or Encumbered Year to Date**
- \$ 288,556 - **Remaining Available Funds**

# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.001.1105.05.36	SUPPLIES	\$1,000.00	\$313.00	\$313.00	\$687.00	\$0.00	\$687.00	68.70%
01.300.001.1107.06.37	TRAVEL MEETINGS CONFERENCES	\$535.00	\$535.00	\$535.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.001.1110.01.01	TREASURER	\$12,000.00	\$8,307.72	\$8,307.72	\$3,692.28	\$3,692.28	\$0.00	0.00%
01.300.001.1110.04.36	MASC/MARS	\$10,200.00	\$4,842.00	\$4,842.00	\$5,358.00	\$0.00	\$5,358.00	52.53%
01.300.001.1110.05.36	MISCELLANEOUS	\$2,000.00	\$880.00	\$880.00	\$1,120.00	\$0.00	\$1,120.00	56.00%
01.300.001.1110.06.36	ADVERTISING	\$6,000.00	\$5,522.50	\$5,522.50	\$477.50	\$0.00	\$477.50	7.96%
01.300.001.1111.04.36	SINGLE AUDIT	\$34,067.00	\$2,067.00	\$2,067.00	\$32,000.00	\$32,000.00	\$0.00	0.00%
01.300.001.1112.02.01	CLERICAL,SECTY TO COMMITTEE	\$2,600.00	\$1,000.00	\$1,000.00	\$1,600.00	\$0.00	\$1,600.00	61.54%
01.300.001.1120.04.36	BOND-TREASURER	\$400.00	\$375.00	\$375.00	\$25.00	\$0.00	\$25.00	6.25%
01.300.001.1430.04.36	GENERAL COUNSEL	\$11,642.25	\$11,642.25	\$11,642.25	\$0.00	\$0.00	\$0.00	0.00%
	Dept: SCHOOL COMMITTEE - 001	\$80,444.25	\$35,484.47	\$35,484.47	\$44,959.78	\$35,692.28	\$9,267.50	11.52%
01.300.004.1125.06.36	ADVERTISING	(\$2,205.68)	(\$2,205.68)	(\$2,205.68)	\$0.00	\$0.00	\$0.00	0.00%
01.300.004.1200.04.02	CONTRACTED SERVICES FOR SUPER	\$5,004.13	\$2,900.12	\$2,900.12	\$2,104.01	\$2,104.01	\$0.00	0.00%
01.300.004.1201.01.02	SUPERINTENDENT	\$112,982.10	\$52,520.52	\$52,520.52	\$60,461.58	\$60,461.58	\$0.00	0.00%
01.300.004.1201.02.02	Exec Asst to Super	\$33,891.51	\$12,220.08	\$12,220.08	\$21,671.43	\$21,671.43	\$0.00	0.00%
01.300.004.1202.01.02	DIRECTOR OF CURRICULUM	\$3,510.97	\$3,510.97	\$3,510.97	\$0.00	\$0.00	\$0.00	0.00%
01.300.004.1205.04.21	PUBLIC RELATIONS	\$591.07	\$591.07	\$591.07	\$0.00	\$0.00	\$0.00	0.00%
01.300.004.1205.05.21	SUPPLIES	\$12,321.67	\$10,240.09	\$10,240.09	\$2,081.58	\$2,081.58	\$0.00	0.00%
01.300.004.1207.06.37	TRAVEL & CONFERENCES	\$10,084.94	\$7,448.01	\$7,448.01	\$2,636.93	\$2,636.93	\$0.00	0.00%
01.300.004.1208.05.21	POSTAGE	\$5,000.00	\$2,841.62	\$2,841.62	\$2,158.38	\$472.92	\$1,685.46	33.71%
01.300.004.1209.04.33	PROF ASSOC & DUES	\$13,000.00	\$10,850.83	\$10,850.83	\$2,149.17	\$149.00	\$2,000.17	15.39%
01.300.004.1210.01.02	TUITION REIMB - SUPT	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.300.004.1210.06.36	ADVERTISING	\$1,189.12	\$959.12	\$959.12	\$230.00	\$230.00	\$0.00	0.00%
01.300.004.1210.06.37	MISCELLANEOUS	\$1,500.00	\$522.42	\$522.42	\$977.58	\$540.40	\$437.18	29.15%
01.300.004.1220.01.02	Asst Super of Academics	\$68,713.07	\$24,735.02	\$24,735.02	\$43,978.05	\$43,978.05	\$0.00	0.00%
01.300.004.1220.02.02	Admin Asst of Asst Supers	\$32,185.26	\$16,798.87	\$16,798.87	\$15,386.39	\$15,386.39	\$0.00	0.00%
01.300.004.1220.05.23	Academic Textbooks & Ebooks	\$41,519.72	\$6,519.72	\$6,519.72	\$35,000.00	\$35,000.00	\$0.00	0.00%
01.300.004.1410.01.02	Asst Super of Finance & Operat	\$86,673.15	\$39,340.73	\$39,340.73	\$47,332.42	\$47,332.42	\$0.00	0.00%
01.300.004.1410.03.02	Finance Department	\$99,147.06	\$44,258.79	\$44,258.79	\$54,888.27	\$54,888.27	\$0.00	0.00%
01.300.004.1420.03.02	HR Coordinator	\$52,474.58	\$29,397.74	\$29,397.74	\$23,076.84	\$23,076.84	\$0.00	0.00%
01.300.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$4,913.90	\$3,283.91	\$3,283.91	\$1,629.99	\$1,629.99	\$0.00	0.00%
01.300.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$4,000.00	\$837.98	\$837.98	\$3,162.02	\$0.00	\$3,162.02	79.05%
01.300.004.2700.01.02	DIRECTOR OF GUIDANCE	\$102,000.00	\$70,615.44	\$70,615.44	\$31,384.56	\$31,384.56	\$0.00	0.00%
01.300.004.4130.04.15	TELEPHONE	\$11,846.44	\$5,606.70	\$5,606.70	\$6,239.74	\$6,239.74	\$0.00	0.00%
01.300.004.5300.04.21	COPIER RENTAL	\$4,000.00	\$2,148.93	\$2,148.93	\$1,851.07	\$338.65	\$1,512.42	37.81%
	Dept: SUPERINTENDENTS OFFICE - 004	\$708,343.01	\$345,943.00	\$345,943.00	\$362,400.01	\$349,602.76	\$12,797.25	1.81%
01.300.007.2120.01.04	COORDINATORS	\$14,556.50	\$14,556.50	\$14,556.50	\$0.00	\$0.00	\$0.00	0.00%
01.300.007.2210.01.02	PRINCIPAL SHS	\$145,982.54	\$101,578.82	\$101,578.82	\$44,403.72	\$43,704.05	\$699.67	0.48%
01.300.007.2210.02.09	CLERICAL STAFF	\$105,985.00	\$66,223.74	\$66,223.74	\$39,761.26	\$39,761.26	\$0.00	0.00%
01.300.007.2210.04.33	ASSOCIATION DUES	\$5,500.00	\$5,390.00	\$5,390.00	\$110.00	\$0.00	\$110.00	2.00%
01.300.007.2210.05.21	PRINCIPALS TECHNOLOGY	\$1,600.00	\$35.58	\$35.58	\$1,564.42	\$1,495.85	\$68.57	4.29%
01.300.007.2210.05.22	SUPPLIES ADMINISTRATIVE	\$18,511.00	\$18,511.00	\$18,511.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.007.2210.05.23	SUPPLIES COPYING	\$7,769.88	\$6,518.15	\$6,518.15	\$1,251.73	\$1,251.73	\$0.00	0.00%
01.300.007.2210.05.24	COMPUTER SUPPLIES	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
01.300.007.2210.05.25	SUPPLIES - GENERAL SCHOOL	\$7,300.00	\$7,169.92	\$7,169.92	\$130.08	\$130.08	\$0.00	0.00%
01.300.007.2210.05.26	POSTAGE	\$931.38	\$296.10	\$296.10	\$635.28	\$296.10	\$339.18	36.42%
01.300.007.2210.05.36	MISCELLANEOUS	\$2,500.00	\$1,818.42	\$1,818.42	\$681.58	\$294.00	\$387.58	15.50%
01.300.007.2210.06.37	TRAVEL & CONFERENCES	\$1,200.00	\$238.42	\$238.42	\$961.58	\$786.58	\$175.00	14.58%
01.300.007.2211.04.33	PROFESSIONAL BOOKS	\$50.00	\$27.49	\$27.49	\$22.51	\$0.00	\$22.51	45.02%



# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.007.2216.04.22	PRINTING SERVICES	\$5,300.00	\$2,358.13	\$2,358.13	\$2,941.87	\$2,430.00	\$511.87	9.66%
01.300.007.2217.06.37	CONFERENCES	\$300.00	\$230.00	\$230.00	\$70.00	\$0.00	\$70.00	23.33%
01.300.007.2231.01.02	ASSISTANT PRINCIPAL SHS	\$119,678.79	\$82,409.58	\$82,409.58	\$37,269.21	\$36,626.49	\$642.72	0.54%
01.300.007.2231.02.09	Asst Princ Secr	\$48,737.00	\$24,918.47	\$24,918.47	\$23,818.53	\$23,818.53	\$0.00	0.00%
01.300.007.2330.02.08	AIDES SUPERVISORY	\$14,896.21	\$10,312.75	\$10,312.75	\$4,583.46	\$4,583.46	\$0.00	0.00%
01.300.007.2356.05.23	PROFESSIONAL DEVELOPMENT	\$2,000.00	\$120.00	\$120.00	\$1,880.00	\$0.00	\$1,880.00	94.00%
01.300.007.2410.05.23	CENTRAL TEXTBOOKS	\$13,151.48	\$8,919.98	\$8,919.98	\$4,231.50	\$199.50	\$4,032.00	30.66%
01.300.007.3600.04.35	SCHOOL RESOURCE OFFICER	\$47,000.00	\$47,000.00	\$47,000.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.007.5300.04.28	COPIER RENTAL	\$14,000.00	\$10,522.30	\$10,522.30	\$3,477.70	\$1,280.24	\$2,197.46	15.70%
	Dept: SCHOOL ADMINISTRATION - 007	\$577,349.78	\$409,155.35	\$409,155.35	\$168,194.43	\$156,657.87	\$11,536.56	2.00%
01.300.010.2305.01.03	ALL STAFF	\$98,619.77	\$49,309.90	\$49,309.90	\$49,309.87	\$49,309.87	\$0.00	0.00%
01.300.010.2325.03.34	SUBSTITUTES - SHS	\$90,000.00	\$77,208.57	\$77,208.57	\$12,791.43	\$0.00	\$12,791.43	14.21%
01.300.010.2350.04.03	TUITION REIMBURSEMENT PROF DEV	\$237.00	\$0.00	\$0.00	\$237.00	\$237.00	\$0.00	0.00%
01.300.010.2356.04.03	TUITION REIMBURSEMENT PROF DEV	\$20,000.00	\$1,810.00	\$1,810.00	\$18,190.00	\$1,233.00	\$16,957.00	84.79%
01.300.010.2356.06.37	TRAVEL & CONF PROF DEVELOPMEN	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
01.300.010.2440.06.23	REVTRAK SERVICE FEES	\$4,414.65	\$3,936.04	\$3,936.04	\$478.61	\$478.61	\$0.00	0.00%
	Dept: PRESCHOOL - 010	\$216,271.42	\$132,264.51	\$132,264.51	\$84,006.91	\$51,258.48	\$32,748.43	15.14%
01.300.016.2305.01.03	TEACHER SALARIES	\$176,011.97	\$88,257.98	\$88,257.98	\$87,753.99	\$87,753.99	\$0.00	0.00%
01.300.016.2415.05.23	SUPPLIES & MATERIALS	\$10,600.00	\$9,477.48	\$9,477.48	\$1,122.52	\$563.09	\$559.43	5.28%
	Dept: ART - 016	\$186,611.97	\$97,735.46	\$97,735.46	\$88,876.51	\$88,317.08	\$559.43	0.30%
01.300.024.2305.01.03	PROFESSIONAL STAFF	\$62,666.36	\$23,293.99	\$23,293.99	\$39,372.37	\$39,372.37	\$0.00	0.00%
01.300.024.2415.06.37	TRAVEL & CONFERENCES	\$300.00	\$185.89	\$185.89	\$114.11	\$14.11	\$100.00	33.33%
	Dept: ELL PROGRAM - 024	\$62,966.36	\$23,479.88	\$23,479.88	\$39,486.48	\$39,386.48	\$100.00	0.16%
01.300.025.2305.01.03	TEACHER SALARIES	\$742,440.13	\$375,877.23	\$375,877.23	\$366,562.90	\$366,562.90	\$0.00	0.00%
01.300.025.2415.05.23	SUPPLIES INSTRUCTIONAL	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: ENGLISH - 025	\$742,940.13	\$375,877.23	\$375,877.23	\$367,062.90	\$366,562.90	\$500.00	0.07%
01.300.027.2305.01.03	TEACHER SALARIES	\$497,661.82	\$249,976.92	\$249,976.92	\$247,684.90	\$247,684.90	\$0.00	0.00%
01.300.027.2415.05.23	SUPPLIES INSTRUCTIONAL	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.300.027.2415.05.24	WORKBOOKS	\$1,000.00	\$318.44	\$318.44	\$681.56	\$0.00	\$681.56	68.16%
	Dept: WORLD LANGUAGES - 027	\$499,661.82	\$250,295.36	\$250,295.36	\$249,366.46	\$247,684.90	\$1,681.56	0.34%
01.300.028.2710.01.03	COUNSELORS	\$274,715.91	\$139,489.48	\$139,489.48	\$135,226.43	\$135,226.43	\$0.00	0.00%
01.300.028.2710.03.09	REGISTRAR	\$117,356.03	\$79,006.02	\$79,006.02	\$38,350.01	\$38,350.01	\$0.00	0.00%
01.300.028.2710.04.33	ASSOCIATION DUES	\$550.00	\$25.00	\$25.00	\$525.00	\$129.00	\$396.00	72.00%
01.300.028.2710.05.23	SUPPLIES INSTRUCTIONAL	\$1,100.00	\$541.30	\$541.30	\$558.70	\$0.00	\$558.70	50.79%
01.300.028.2710.05.24	SUPPLIES COMPUTER	\$1,200.00	\$459.41	\$459.41	\$740.59	\$540.59	\$200.00	16.67%
01.300.028.2710.06.37	TRAVEL & CONFERENCES	\$1,700.00	\$408.82	\$408.82	\$1,291.18	\$84.25	\$1,206.93	71.00%
01.300.028.2713.02.09	REGISTRAR	\$201.82	\$0.00	\$0.00	\$201.82	\$0.00	\$201.82	100.00%
	Dept: GUIDANCE - 028	\$396,823.76	\$219,930.03	\$219,930.03	\$176,893.73	\$174,330.28	\$2,563.45	0.65%
01.300.037.2305.01.03	TEACHER SALARIES	\$735,862.16	\$368,194.37	\$368,194.37	\$367,667.79	\$367,667.79	\$0.00	0.00%
01.300.037.2351.04.33	ASSOCIATIONS & DUES	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.300.037.2351.06.23	MATH LEAGUE ASSOCIATIONS	\$500.00	\$170.00	\$170.00	\$330.00	\$0.00	\$330.00	66.00%
01.300.037.2415.05.23	SUPPLIES	\$1,000.00	\$711.51	\$711.51	\$288.49	\$0.00	\$288.49	28.85%
01.300.037.2420.05.23	EDUCATIONAL EQUIPT	\$3,150.00	\$2,810.20	\$2,810.20	\$339.80	\$0.00	\$339.80	10.79%
	Dept: MATHEMATICS - 037	\$740,612.16	\$371,886.08	\$371,886.08	\$368,726.08	\$367,667.79	\$1,058.29	0.14%

# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.040.2340.01.03	LIBRARIAN	\$78,772.34	\$39,195.00	\$39,195.00	\$39,577.34	\$39,195.00	\$382.34	0.49%
01.300.040.2340.04.33	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.300.040.2340.05.23	SUPPLIES	\$1,000.00	\$999.60	\$999.60	\$0.40	\$0.00	\$0.40	0.04%
01.300.040.2340.05.24	BOOKS & MAGAZINES	\$5,900.00	\$1,869.79	\$1,869.79	\$4,030.21	\$3,945.08	\$85.13	1.44%
01.300.040.2340.05.25	RESOURCE MATERIALS	\$2,400.00	\$2,399.17	\$2,399.17	\$0.83	\$0.00	\$0.83	0.03%
01.300.040.4230.04.29	MAINTENANCE OF EQUIPMENT	\$1,700.00	\$1,550.00	\$1,550.00	\$150.00	\$0.00	\$150.00	8.82%
	Dept: MEDIA SERVICES - 040	\$89,972.34	\$46,013.56	\$46,013.56	\$43,958.78	\$43,140.08	\$818.70	0.91%
01.300.043.2305.01.03	TEACHER SALARIES	\$92,887.00	\$46,443.54	\$46,443.54	\$46,443.46	\$46,443.46	\$0.00	0.00%
01.300.043.2351.04.33	PROFESSIONAL DUES	\$150.00	\$144.00	\$144.00	\$6.00	\$0.00	\$6.00	4.00%
01.300.043.2415.05.23	SUPPLIES	\$2,550.00	\$809.72	\$809.72	\$1,740.28	\$1,740.28	\$0.00	0.00%
01.300.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$1,100.00	\$95.00	\$95.00	\$1,005.00	\$1,005.00	\$0.00	0.00%
	Dept: MUSIC - 043	\$96,687.00	\$47,492.26	\$47,492.26	\$49,194.74	\$49,188.74	\$6.00	0.01%
01.300.049.2305.01.03	TEACHER SALARIES	\$153,410.28	\$74,978.75	\$74,978.75	\$78,431.53	\$74,670.93	\$3,760.60	2.45%
01.300.049.2415.05.23	SUPPLIES	\$2,320.00	\$2,266.21	\$2,266.21	\$53.79	\$0.00	\$53.79	2.32%
	Dept: PHYSICAL EDUCATION - 049	\$155,730.28	\$77,244.96	\$77,244.96	\$78,485.32	\$74,670.93	\$3,814.39	2.45%
01.300.052.2305.01.03	TEACHER SALARIES	\$1,004,006.73	\$503,966.48	\$503,966.48	\$500,040.25	\$500,040.25	\$0.00	0.00%
01.300.052.2415.05.23	PHYSICAL LAB SUPPLIES	\$27,000.00	\$23,151.76	\$23,151.76	\$3,848.24	\$1,367.70	\$2,480.54	9.19%
01.300.052.4230.04.29	MAINTENANCE OF EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
	Dept: SCIENCE-TECHNOLOGY PROGRAM - 052	\$1,032,006.73	\$527,118.24	\$527,118.24	\$504,888.49	\$501,407.95	\$3,480.54	0.34%
01.300.055.2305.01.03	TEACHER SALARIES	\$721,900.19	\$361,749.90	\$361,749.90	\$360,150.29	\$360,150.29	\$0.00	0.00%
01.300.055.2415.05.23	SUPPLIES	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
	Dept: SOCIAL STUDIES - 055	\$722,700.19	\$361,749.90	\$361,749.90	\$360,950.29	\$360,150.29	\$800.00	0.11%
01.300.058.3520.01.04	ADVISORS	\$6,035.00	\$6,008.00	\$6,008.00	\$27.00	\$0.00	\$27.00	0.45%
01.300.058.3520.06.36	ACADEMIC COMPETITION	\$3,800.00	\$0.00	\$0.00	\$3,800.00	\$3,209.25	\$590.75	15.55%
01.300.058.3522.06.36	ACADEMIC COMPETITION	\$9,500.00	\$6,952.42	\$6,952.42	\$2,547.58	\$1,915.00	\$632.58	6.66%
	Dept: EXTRA CURRICULAR - 058	\$19,335.00	\$12,960.42	\$12,960.42	\$6,374.58	\$5,124.25	\$1,250.33	6.47%
01.300.061.2210.06.37	TRAVEL & CONFERENCES	\$700.00	\$550.00	\$550.00	\$150.00	\$0.00	\$150.00	21.43%
01.300.061.2351.04.35	CURRICULUM DEVELOPMENT	\$3,300.00	\$525.00	\$525.00	\$2,775.00	\$0.00	\$2,775.00	84.09%
01.300.061.2351.05.35	SUPPLIES & MATERIALS	\$1,954.26	\$1,954.26	\$1,954.26	\$0.00	\$0.00	\$0.00	0.00%
01.300.061.2430.05.23	ACADEMIC SUPPLIES	\$5,850.00	\$5,850.00	\$5,850.00	\$0.00	\$0.00	\$0.00	0.00%
	Dept: CURRICULUM/PROFESSIONAL DEVEL - 061	\$11,804.26	\$8,879.26	\$8,879.26	\$2,925.00	\$0.00	\$2,925.00	24.78%
01.300.067.9100.06.36	TUITION PCC	\$4,000.00	\$3,567.00	\$3,567.00	\$433.00	\$0.00	\$433.00	10.83%
	Dept: PROGRAM FOR THE GIFTED - 067	\$4,000.00	\$3,567.00	\$3,567.00	\$433.00	\$0.00	\$433.00	10.83%
01.300.069.2303.02.08	VOCATIONAL INSTRUCTIONAL ASSIS	\$500.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.069.2330.02.08	VOCATIONAL INSTRUCTIONAL ASSIS	\$700.00	\$349.98	\$349.98	\$350.02	\$350.02	\$0.00	0.00%
	Dept: VOCATIONAL INSTRUCTION - 069	\$1,200.00	\$849.98	\$849.98	\$350.02	\$350.02	\$0.00	0.00%
01.300.070.2101.01.07	SUPERVISION (COACHES)	\$3,473.00	\$3,473.00	\$3,473.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.070.3510.01.03	ATHLETIC DIRECTOR	\$58,269.18	\$41,565.45	\$41,565.45	\$16,703.73	\$16,703.73	\$0.00	0.00%
01.300.070.3510.02.09	ATHLETIC CLERICAL	\$19,587.94	\$9,231.63	\$9,231.63	\$10,356.31	\$9,171.63	\$1,184.68	6.05%
01.300.070.3510.03.05	COACHES	\$196,364.00	\$170,974.00	\$170,974.00	\$25,390.00	\$0.00	\$25,390.00	12.93%
01.300.070.3510.03.07	ATHLETIC TRAINER	\$30,000.00	\$18,009.00	\$18,009.00	\$11,991.00	\$8,991.00	\$3,000.00	10.00%

# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.070.3510.04.35	SUPPLIES GAME EXPENSES	\$5,000.00	\$3,550.00	\$3,550.00	\$1,450.00	\$0.00	\$1,450.00	29.00%
	Dept: ATHLETICS - 070	\$312,694.12	\$246,803.08	\$246,803.08	\$65,891.04	\$34,866.36	\$31,024.68	9.92%
01.300.076.3200.04.11	Physician Contracted Service H	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$1,260.00	\$240.00	16.00%
01.300.076.3200.05.25	SUPPLIES	\$3,361.67	\$3,361.67	\$3,361.67	\$0.00	\$0.00	\$0.00	0.00%
01.300.076.3202.01.11	NURSE SHS	\$59,349.00	\$29,674.47	\$29,674.47	\$29,674.53	\$29,674.53	\$0.00	0.00%
01.300.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$250.00	\$20.90	\$20.90	\$229.10	\$87.00	\$142.10	56.84%
	Dept: HEALTH SERVICES - 076	\$64,460.67	\$33,057.04	\$33,057.04	\$31,403.63	\$31,021.53	\$382.10	0.59%
01.300.079.3300.06.14	TRANSPORTATION REGULAR DAY	\$1,429,020.00	\$757,320.00	\$757,320.00	\$671,700.00	\$671,700.00	\$0.00	0.00%
01.300.079.3300.06.80	TRANSPORTATION REG DAY - CONTR	(\$812,020.00)	(\$812,070.44)	(\$812,070.44)	\$50.44	\$0.00	\$50.44	-0.01%
01.300.079.3301.06.14	FUEL ADJUSTMENT	\$45,000.00	\$0.00	\$0.00	\$45,000.00	\$45,000.00	\$0.00	0.00%
	Dept: TRANSPORTATION - 079	\$662,000.00	(\$54,750.44)	(\$54,750.44)	\$716,750.44	\$716,700.00	\$50.44	0.01%
01.300.085.2305.01.03	SATURDAY SCHOOL/DETENTION	\$6,000.00	\$90.00	\$90.00	\$5,910.00	\$0.00	\$5,910.00	98.50%
01.300.085.3520.06.36	GRADUATION EXPENSES	\$7,000.00	\$2,245.56	\$2,245.56	\$4,754.44	\$2,710.14	\$2,044.30	29.20%
01.300.085.3523.06.36	NATIONAL HONOR SOCIETY	\$1,000.00	\$385.00	\$385.00	\$615.00	\$0.00	\$615.00	61.50%
01.300.085.3527.06.36	AWARDS	\$1,750.00	\$150.40	\$150.40	\$1,599.60	\$0.00	\$1,599.60	91.41%
	Dept: MISCELLANEOUS - 085	\$15,750.00	\$2,870.96	\$2,870.96	\$12,879.04	\$2,710.14	\$10,168.90	64.56%
01.300.088.4110.01.10	DISTRICT FACILITIES MANAGER	\$54,585.12	\$23,813.93	\$23,813.93	\$30,771.19	\$30,771.19	\$0.00	0.00%
01.300.088.4110.03.34	SUBSTITUTES,OVERTIME	\$27,375.64	\$27,375.64	\$27,375.64	\$0.00	\$0.00	\$0.00	0.00%
01.300.088.4110.05.26	CHEMICALS	\$250.00	\$4.29	\$4.29	\$245.71	\$245.71	\$0.00	0.00%
01.300.088.4111.03.10	CUSTODIAL/ MAINTENANCE PR	\$230,637.19	\$151,326.14	\$151,326.14	\$79,311.05	\$79,311.05	\$0.00	0.00%
01.300.088.4111.05.26	PAPER	\$19,416.45	\$11,737.65	\$11,737.65	\$7,678.80	\$7,678.80	\$0.00	0.00%
01.300.088.4112.03.10	CUSTODIAL SUPERVISORS PR	\$32,954.80	\$13,750.62	\$13,750.62	\$19,204.18	\$18,261.76	\$942.42	2.86%
01.300.088.4113.03.10	CUSTODIAL STAFF	\$332,427.08	\$229,157.57	\$229,157.57	\$103,269.51	\$103,269.51	\$0.00	0.00%
01.300.088.4116.05.26	MISCELLANEOUS	\$2,000.00	\$814.00	\$814.00	\$1,186.00	\$0.00	\$1,186.00	59.30%
01.300.088.4130.04.15	TELEPHONE	\$20,000.00	\$7,262.26	\$7,262.26	\$12,737.74	\$10,752.74	\$1,985.00	9.93%
01.300.088.4132.04.18	GAS SHS	\$145,000.00	\$70,641.23	\$70,641.23	\$74,358.77	\$74,358.77	\$0.00	0.00%
01.300.088.4133.04.19	WATER/SEWERAGE	\$60,000.00	\$38,350.13	\$38,350.13	\$21,649.87	\$19,649.87	\$2,000.00	3.33%
01.300.088.4137.04.16	ELECTRICITY SHS	\$427,000.00	\$294,140.58	\$294,140.58	\$132,859.42	\$132,237.94	\$621.48	0.15%
01.300.088.4138.04.16	ELECTRICITY JHS	(\$7,057.22)	(\$7,057.22)	(\$7,057.22)	\$0.00	\$0.00	\$0.00	0.00%
01.300.088.4210.04.32	MAINTENANCE OF GROUNDS	\$107,287.83	\$100,568.97	\$100,568.97	\$6,718.86	\$6,718.86	\$0.00	0.00%
01.300.088.4220.04.32	MAINTENANCE OF BUILDING	\$280,927.16	\$256,849.39	\$256,849.39	\$24,077.77	\$24,077.77	\$0.00	0.00%
01.300.088.4230.04.29	MAINTENANCE OF EQUIPMENT	\$6,000.00	\$2,173.15	\$2,173.15	\$3,826.85	\$1,076.02	\$2,750.83	45.85%
	Dept: OPERATION & MAINTENANCE - 088	\$1,738,804.05	\$1,220,908.33	\$1,220,908.33	\$517,895.72	\$508,409.99	\$9,485.73	0.55%
01.300.091.5101.06.38	EMPLOYER FICA MEDICARE TAX	\$199,793.33	\$141,952.33	\$141,952.33	\$57,841.00	\$57,841.00	\$0.00	0.00%
01.300.091.5102.06.38	PLYMOUTH COUNTY RETIREMENT	\$864,670.00	\$864,670.00	\$864,670.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.091.5104.06.38	OPEB FUNDING	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
01.300.091.5203.06.38	BOSTON MUTUAL LIFE INSURANCE	\$13,000.00	\$6,618.03	\$6,618.03	\$6,381.97	\$2,698.92	\$3,683.05	28.33%
01.300.091.5207.06.38	B/C,B/S,MEDEX,PILG HLTH ACTIVE	\$1,973,222.00	\$1,267,101.82	\$1,267,101.82	\$706,120.18	\$705,592.76	\$527.42	0.03%
01.300.091.5250.06.38	HEALTH INS PREM RETIREES	\$244,728.00	\$243,660.45	\$243,660.45	\$1,067.55	\$0.00	\$1,067.55	0.44%
01.300.091.5260.06.38	WORKERS COMP	\$83,543.00	\$83,543.00	\$83,543.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.091.5261.06.38	OWNERS LIABILITY INSURANCE	\$62,381.89	\$62,381.89	\$62,381.89	\$0.00	\$0.00	\$0.00	0.00%
01.300.091.5262.06.38	PROPERTY INSURANCE	\$154,795.74	\$154,795.74	\$154,795.74	\$0.00	\$0.00	\$0.00	0.00%
01.300.091.5263.06.38	UNEMPLOYMENT DUA	\$30,000.00	\$22,144.81	\$22,144.81	\$7,855.19	\$7,855.19	\$0.00	0.00%
01.300.091.5500.06.36	BANK SERVICE CHARGES/PENALTIES	\$2,500.00	\$565.00	\$565.00	\$1,935.00	\$0.00	\$1,935.00	77.40%
	Dept: FIXED CHARGES - 091	\$3,653,633.96	\$2,847,433.07	\$2,847,433.07	\$806,200.89	\$773,987.87	\$32,213.02	0.88%



# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.093.2130.03.04	TECH SUPPORT SPECIALIST	\$252,690.59	\$141,547.14	\$141,547.14	\$111,143.45	\$111,143.45	\$0.00	0.00%
01.300.093.2130.05.23	EDUCATIONAL EQUIPT	\$7,861.26	\$7,861.26	\$7,861.26	\$0.00	\$0.00	\$0.00	0.00%
01.300.093.2300.05.23	SOFTWARE	\$18,393.32	\$18,393.32	\$18,393.32	\$0.00	\$0.00	\$0.00	0.00%
01.300.093.2300.08.23	SUPPLIES	\$1,863.48	\$1,863.48	\$1,863.48	\$0.00	\$0.00	\$0.00	0.00%
01.300.093.2450.05.23	EDUCATIONAL EQUIPMENT	\$50,483.55	\$0.00	\$0.00	\$50,483.55	\$50,483.55	\$0.00	0.00%
01.300.093.2455.05.23	SOFTWARE	\$32,092.00	\$32,092.00	\$32,092.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.093.4130.04.15	TELEPHONE	\$34,080.35	\$16,190.42	\$16,190.42	\$17,889.93	\$17,889.93	\$0.00	0.00%
01.300.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$4,008.00	\$3,393.00	\$3,393.00	\$615.00	\$615.00	\$0.00	0.00%
	Dept: TECHNOLOGY LAB - 093	\$401,472.55	\$221,340.62	\$221,340.62	\$180,131.93	\$180,131.93	\$0.00	0.00%
01.300.100.1435.04.36	LEGAL SERVICES	\$7,000.00	\$4,117.25	\$4,117.25	\$2,882.75	\$2,882.75	\$0.00	0.00%
01.300.100.2105.04.33	ASSOCIATION DUES	\$750.00	\$115.00	\$115.00	\$635.00	\$0.00	\$635.00	84.67%
01.300.100.2107.06.37	TRAVEL	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
01.300.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$71,220.82	\$31,069.78	\$31,069.78	\$40,151.04	\$40,151.04	\$0.00	0.00%
01.300.100.2110.02.09	ADMINISTRATIVE ASST	\$35,568.16	\$15,517.28	\$15,517.28	\$20,050.88	\$20,050.88	\$0.00	0.00%
01.300.100.4130.04.15	TELEPHONE	\$700.00	\$305.40	\$305.40	\$394.60	\$143.70	\$250.90	35.84%
01.300.100.4230.04.31	SOFTWARE LICENSES	\$9,774.10	\$9,774.10	\$9,774.10	\$0.00	\$0.00	\$0.00	0.00%
	Dept: SPECIAL EDUC ADMINISTRATION - 100	\$126,013.08	\$60,898.81	\$60,898.81	\$65,114.27	\$64,228.37	\$885.90	0.70%
01.300.103.2305.01.03	TEACHER SALARIES	\$601,526.62	\$301,252.93	\$301,252.93	\$300,273.69	\$300,063.86	\$209.83	0.03%
01.300.103.2330.03.08	PARAPROFESSIONAL	\$271,652.60	\$149,822.05	\$149,822.05	\$121,830.55	\$121,568.43	\$262.12	0.10%
01.300.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$1,000.00	\$500.00	\$500.00	\$500.00	\$300.00	\$200.00	20.00%
01.300.103.2415.05.24	SUPPLIES/MATERIALS	\$1,100.00	\$265.95	\$265.95	\$834.05	\$0.00	\$834.05	75.82%
01.300.103.2420.05.24	EDUCATIONAL EQUIPT	\$10,000.00	\$9,070.13	\$9,070.13	\$929.87	\$0.00	\$929.87	9.30%
	Dept: LEARNING SUPPORT CENTER 1 SHS - 103	\$885,279.22	\$460,911.06	\$460,911.06	\$424,368.16	\$421,932.29	\$2,435.87	0.28%
01.300.106.2130.05.24	EDUCATIONAL EQUIPMENT	\$500.00	\$494.71	\$494.71	\$5.29	\$0.00	\$5.29	1.06%
01.300.106.2305.01.03	TEACHER SALARIES	\$179,864.00	\$87,832.07	\$87,832.07	\$92,031.93	\$92,031.93	\$0.00	0.00%
01.300.106.2350.01.03	PROFESSIONAL DEVELOPMENT	\$400.00	\$225.00	\$225.00	\$175.00	\$0.00	\$175.00	43.75%
01.300.106.2415.05.24	SUPPLIES/MATERIALS	\$650.85	\$650.85	\$650.85	\$0.00	\$0.00	\$0.00	0.00%
01.300.106.4230.04.31	SOFTWARE LICENSES	\$12,000.00	\$5,760.27	\$5,760.27	\$6,239.73	\$0.00	\$6,239.73	52.00%
	Dept: INDIVIDUAL SERVICES PROGRAM - 106	\$193,414.85	\$94,962.90	\$94,962.90	\$98,451.95	\$92,031.93	\$6,420.02	3.32%
01.300.118.2300.05.24	SUPPLIES AND MATERIALS	\$169.35	\$0.00	\$0.00	\$169.35	\$169.35	\$0.00	0.00%
01.300.118.2305.01.03	TEACHER SALARIES	\$59,790.64	\$29,895.32	\$29,895.32	\$29,895.32	\$29,895.32	\$0.00	0.00%
01.300.118.2415.05.24	SUPPLIES/MATERIALS	\$500.00	\$396.00	\$396.00	\$104.00	\$99.00	\$5.00	1.00%
	Dept: SPEECH - 118	\$60,459.99	\$30,291.32	\$30,291.32	\$30,168.67	\$30,163.67	\$5.00	0.01%
01.300.121.2100.02.09	CLERICAL STAFF	\$47,706.38	\$24,453.21	\$24,453.21	\$23,253.17	\$23,253.17	\$0.00	0.00%
01.300.121.2110.05.24	SUPPLIES	\$250.00	\$243.56	\$243.56	\$6.44	\$0.00	\$6.44	2.58%
01.300.121.2305.01.03	TEACHER SALARIES	(\$5,400.00)	(\$5,400.00)	(\$5,400.00)	\$0.00	\$0.00	\$0.00	0.00%
01.300.121.2415.04.36	EXTENDED YEAR SERVICES	\$32,000.00	\$23,369.21	\$23,369.21	\$8,630.79	\$4,538.93	\$4,091.86	12.79%
01.300.121.2800.04.35	SPECIALIZED INSTRUCTION	\$27,525.00	\$27,525.00	\$27,525.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.121.2800.04.36	THERAPY SERVICES	\$117,069.17	\$63,405.33	\$63,405.33	\$53,663.84	\$53,663.84	\$0.00	0.00%
01.300.121.3200.04.11	NURSE SERVICES CONTRACTED	\$45,200.00	\$14,214.31	\$14,214.31	\$30,985.69	\$30,947.77	\$37.92	0.08%
	Dept: SUPPORT SERVICES - 121	\$264,350.55	\$147,810.62	\$147,810.62	\$116,539.93	\$112,403.71	\$4,136.22	1.56%
01.300.124.2415.04.35	TUTORIAL SERVICES	\$8,000.00	\$4,482.79	\$4,482.79	\$3,517.21	\$437.21	\$3,080.00	38.50%
	Dept: HOME TUTOR - 124	\$8,000.00	\$4,482.79	\$4,482.79	\$3,517.21	\$437.21	\$3,080.00	38.50%
01.300.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$699.00	\$499.00	\$499.00	\$200.00	\$200.00	\$0.00	0.00%

# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.127.2420.05.24	EDUCATIONAL EQUIPT	\$500.00	\$99.00	\$99.00	\$401.00	\$0.00	\$401.00	80.20%
01.300.127.2800.05.24	SUPPLIES	\$1,500.00	\$1,499.48	\$1,499.48	\$0.52	\$0.00	\$0.52	0.03%
01.300.127.2801.01.03	SCHOOL PSYCHOLOGIST	\$64,662.93	\$32,480.12	\$32,480.12	\$32,182.81	\$32,129.02	\$53.79	0.08%
01.300.127.2802.01.03	SOCIAL WORKER SHS	\$153,023.00	\$76,511.51	\$76,511.51	\$76,511.49	\$76,511.49	\$0.00	0.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$220,384.93	\$111,089.11	\$111,089.11	\$109,295.82	\$108,840.51	\$455.31	0.21%
01.300.130.3301.06.12	TRANS/EXTRA CURRICULAR SHS	\$11,030.00	\$8,944.00	\$8,944.00	\$2,086.00	\$2,086.00	\$0.00	0.00%
01.300.130.3302.06.12	TRANS/INTEGRATED	\$69,300.00	\$35,420.00	\$35,420.00	\$33,880.00	\$33,880.00	\$0.00	0.00%
01.300.130.3307.06.12	TRANS/MCKINNEY VENTO	\$10,000.00	\$3,882.48	\$3,882.48	\$6,117.52	\$0.00	\$6,117.52	61.18%
	Dept: SPED PUPIL TRANSPORTATION - 130	\$90,330.00	\$48,246.48	\$48,246.48	\$42,083.52	\$35,966.00	\$6,117.52	6.77%
01.300.500.8103.06.39	DEBT RETIREMENT PRIN/CAP IMPRM	\$635,000.00	\$635,000.00	\$635,000.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.500.8202.06.40	DEBT RETIREMENT INT CAP IMPROV	\$51,976.00	\$50,500.00	\$50,500.00	\$1,476.00	\$0.00	\$1,476.00	2.84%
	Dept: DEBT SERV CAPITAL SHORT TERM - 500	\$686,976.00	\$685,500.00	\$685,500.00	\$1,476.00	\$0.00	\$1,476.00	0.21%
01.301.007.2120.01.04	TEAM LEADERS	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$2,500.00	50.00%
01.301.007.2201.05.23	PRINCIPAL'S TECHNOLOGY	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.301.007.2207.06.37	TRAVEL IN STATE JHS	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.301.007.2208.05.22	POSTAGE JHS	\$3,100.00	\$2,444.15	\$2,444.15	\$655.85	\$148.05	\$507.80	16.38%
01.301.007.2210.01.02	PRINCIPAL JHS	\$129,975.70	\$89,494.00	\$89,494.00	\$40,481.70	\$39,734.69	\$747.01	0.57%
01.301.007.2210.02.09	PRINCIPAL SECRETARY	\$99,758.00	\$62,710.25	\$62,710.25	\$37,047.75	\$37,047.75	\$0.00	0.00%
01.301.007.2210.04.22	PRINTING SERVICES JHS	\$2,500.00	\$1,438.28	\$1,438.28	\$1,061.72	\$0.00	\$1,061.72	42.47%
01.301.007.2210.04.33	ASSOCIATION DUES JHS	\$1,350.00	\$600.00	\$600.00	\$750.00	\$0.00	\$750.00	55.56%
01.301.007.2210.06.33	IN SERVICE JHS	\$5,650.00	\$0.00	\$0.00	\$5,650.00	\$0.00	\$5,650.00	100.00%
01.301.007.2210.06.37	TRAVEL/CONFERENCES	\$3,000.00	\$1,036.04	\$1,036.04	\$1,963.96	\$442.46	\$1,521.50	50.72%
01.301.007.2211.04.33	PROFESSIONAL BOOKS JHS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.301.007.2211.05.22	SUPPLIES-COPYING	\$3,160.34	\$2,561.88	\$2,561.88	\$598.46	\$598.46	\$0.00	0.00%
01.301.007.2212.05.22	SUPPLIES-JHS COMPUTER	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
01.301.007.2213.05.22	SUPPLIES GENERAL JHS	\$7,500.00	\$4,816.45	\$4,816.45	\$2,683.55	\$2,601.36	\$82.19	1.10%
01.301.007.2231.01.02	MS ASST PRINCIPAL	\$120,262.80	\$82,811.70	\$82,811.70	\$37,451.10	\$36,805.29	\$645.81	0.54%
01.301.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$1,300.00	\$1,096.30	\$1,096.30	\$203.70	\$203.70	\$0.00	0.00%
01.301.007.2330.02.08	AIDES SUPERVISORY JHS	\$14,896.38	\$10,312.74	\$10,312.74	\$4,583.64	\$4,583.45	\$0.19	0.00%
01.301.007.2356.05.23	PROFESSIONAL DEVELOPMENT	\$1,607.50	\$1,607.50	\$1,607.50	\$0.00	\$0.00	\$0.00	0.00%
01.301.007.3600.04.35	SCHOOL RESOURCE OFFICER	\$47,000.00	\$47,000.00	\$47,000.00	\$0.00	\$0.00	\$0.00	0.00%
01.301.007.4230.04.28	MAINTENANCE OF EQUIPMENT JHS	\$1,500.00	\$77.24	\$77.24	\$1,422.76	\$0.00	\$1,422.76	94.85%
01.301.007.5300.04.28	COPIER RENTAL	\$7,920.00	\$5,579.12	\$5,579.12	\$2,340.88	\$697.39	\$1,643.49	20.75%
	Dept: SCHOOL ADMINISTRATION - 007	\$458,330.72	\$316,085.65	\$316,085.65	\$142,245.07	\$122,862.60	\$19,382.47	4.23%
01.301.010.2325.03.34	SUBSTITUTES - JHS	\$50,000.00	\$45,731.78	\$45,731.78	\$4,268.22	\$0.00	\$4,268.22	8.54%
01.301.010.2356.04.03	TUITION REIMBURSEMENT JHS	\$10,000.00	\$1,449.10	\$1,449.10	\$8,550.90	\$0.00	\$8,550.90	85.51%
01.301.010.2356.06.37	TRAVEL/CONFERENCES JHS	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: PRESCHOOL - 010	\$60,500.00	\$47,180.88	\$47,180.88	\$13,319.12	\$0.00	\$13,319.12	22.02%
01.301.016.2305.01.03	TEACHER SALARIES JHS	\$93,187.00	\$46,593.54	\$46,593.54	\$46,593.46	\$46,593.46	\$0.00	0.00%
01.301.016.2415.05.23	SUPPLIES/MATERIALS JHS	\$2,850.00	\$2,511.79	\$2,511.79	\$338.21	\$327.46	\$10.75	0.38%
01.301.016.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
	Dept: ART - 016	\$96,187.00	\$49,105.33	\$49,105.33	\$47,081.67	\$46,920.92	\$160.75	0.17%
01.301.024.2415.05.23	SUPPLIES/MATERIALS JHS	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Dept: ELL PROGRAM - 024	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%

# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.025.2305.01.03	TEACHER SALARIES JHS	\$563,391.66	\$280,035.13	\$280,035.13	\$283,356.53	\$280,034.87	\$3,321.66	0.59%
01.301.025.2410.05.23	TEXTBOOKS JHS	\$1,300.00	\$660.10	\$660.10	\$639.90	\$0.00	\$639.90	49.22%
01.301.025.2415.05.23	SUPPLIES JHS	\$550.00	\$174.70	\$174.70	\$375.30	\$0.00	\$375.30	68.24%
	Dept: ENGLISH - 025	\$565,241.66	\$280,869.93	\$280,869.93	\$284,371.73	\$280,034.87	\$4,336.86	0.77%
01.301.027.2305.01.03	TEACHER SALARIES JHS	\$297,383.42	\$148,955.53	\$148,955.53	\$148,427.89	\$148,427.89	\$0.00	0.00%
01.301.027.2415.05.23	SUPPLIES JHS	\$654.01	\$654.01	\$654.01	\$0.00	\$0.00	\$0.00	0.00%
	Dept: WORLD LANGUAGES - 027	\$298,037.43	\$149,609.54	\$149,609.54	\$148,427.89	\$148,427.89	\$0.00	0.00%
01.301.028.2710.01.03	COUNSELORS JHS	\$183,288.83	\$93,106.39	\$93,106.39	\$90,182.44	\$90,182.44	\$0.00	0.00%
01.301.028.2710.02.09	CLERICAL STAFF JHS	\$12,224.40	\$6,112.21	\$6,112.21	\$6,112.19	\$6,112.19	\$0.00	0.00%
01.301.028.2710.05.23	SUPPLIES JHS	\$450.00	\$128.12	\$128.12	\$321.88	\$0.00	\$321.88	71.53%
01.301.028.2710.06.37	TRAVEL/CONFERENCES JHS	\$700.00	\$90.00	\$90.00	\$610.00	\$0.00	\$610.00	87.14%
01.301.028.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$300.00	\$123.77	\$123.77	\$176.23	\$176.23	\$0.00	0.00%
01.301.028.4230.04.33	MAINTENANCE OF EQUIPMENT	\$260.00	\$0.00	\$0.00	\$260.00	\$0.00	\$260.00	100.00%
	Dept: GUIDANCE - 028	\$197,223.23	\$99,560.49	\$99,560.49	\$97,662.74	\$96,470.86	\$1,191.88	0.60%
01.301.037.2305.01.03	TEACHER SALARIES JHS	\$376,002.77	\$197,147.29	\$197,147.29	\$178,855.48	\$178,235.77	\$619.71	0.16%
01.301.037.2410.05.23	TEXTBOOKS JHS	\$2,828.00	\$0.00	\$0.00	\$2,828.00	\$0.00	\$2,828.00	100.00%
01.301.037.2415.05.23	SUPPLIES JHS	\$1,500.00	\$748.13	\$748.13	\$751.87	\$0.00	\$751.87	50.12%
01.301.037.2440.04.35	Mathematics - Contracted Servi	\$2,828.00	\$2,828.00	\$2,828.00	\$0.00	\$0.00	\$0.00	0.00%
01.301.037.2455.05.23	AV MATERIALS JHS	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: MATHEMATICS - 037	\$383,658.77	\$200,723.42	\$200,723.42	\$182,935.35	\$178,235.77	\$4,699.58	1.22%
01.301.040.2340.01.03	LIBRARIAN JHS	\$102,821.00	\$51,410.56	\$51,410.56	\$51,410.44	\$51,410.44	\$0.00	0.00%
01.301.040.2340.05.23	SUPPLIES JHS	\$2,192.81	\$2,192.81	\$2,192.81	\$0.00	\$0.00	\$0.00	0.00%
01.301.040.2340.05.24	RESOURCE MATERIALS JHS	\$1,250.00	\$1,250.00	\$1,250.00	\$0.00	\$0.00	\$0.00	0.00%
01.301.040.2415.06.33	ASSOCIATION DUES JHS	\$330.00	\$50.00	\$50.00	\$280.00	\$0.00	\$280.00	84.85%
01.301.040.2501.05.23	SUPPLIES BOOKS MAGAZINES JHS	\$3,500.00	\$2,115.26	\$2,115.26	\$1,384.74	\$102.63	\$1,282.11	36.63%
01.301.040.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	0.00%
	Dept: MEDIA SERVICES - 040	\$111,093.81	\$58,018.63	\$58,018.63	\$53,075.18	\$51,513.07	\$1,562.11	1.41%
01.301.043.2104.03.09	ACCOMPANIST JHS	\$500.00	\$125.00	\$125.00	\$375.00	\$125.00	\$250.00	50.00%
01.301.043.2200.06.14	STUDENT TRANSPORTATION	\$650.00	\$0.00	\$0.00	\$650.00	\$650.00	\$0.00	0.00%
01.301.043.2305.01.03	TEACHER SALARIES JHS	\$175,868.00	\$87,934.04	\$87,934.04	\$87,933.96	\$87,933.96	\$0.00	0.00%
01.301.043.2309.04.33	PROFESSIONAL ASSOC/DUES JHS	\$300.00	\$288.00	\$288.00	\$12.00	\$0.00	\$12.00	4.00%
01.301.043.2415.05.23	SUPPLIES JHS	\$3,190.00	\$761.42	\$761.42	\$2,428.58	\$2,428.58	\$0.00	0.00%
01.301.043.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$2,800.00	\$0.00	\$0.00	\$2,800.00	\$2,800.00	\$0.00	0.00%
	Dept: MUSIC - 043	\$183,308.00	\$89,108.46	\$89,108.46	\$94,199.54	\$93,937.54	\$262.00	0.14%
01.301.049.2305.01.03	TEACHER SALARIES JHS	\$273,527.00	\$136,763.60	\$136,763.60	\$136,763.40	\$136,763.40	\$0.00	0.00%
01.301.049.2415.05.23	SUPPLIES JHS	\$1,874.60	\$1,874.60	\$1,874.60	\$0.00	\$0.00	\$0.00	0.00%
	Dept: PHYSICAL EDUCATION - 049	\$275,401.60	\$138,638.20	\$138,638.20	\$136,763.40	\$136,763.40	\$0.00	0.00%
01.301.052.2305.01.03	TEACHER SALARIES JHS	\$488,675.01	\$244,305.56	\$244,305.56	\$244,369.45	\$244,305.44	\$64.01	0.01%
01.301.052.2415.05.23	PHYSICAL SUPPLIES JHS	\$6,000.00	\$4,542.09	\$4,542.09	\$1,457.91	\$237.00	\$1,220.91	20.35%
01.301.052.2415.05.24	LAB SUPPLIES JHS	\$156.03	\$0.00	\$0.00	\$156.03	\$0.00	\$156.03	100.00%
01.301.052.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
	Dept: SCIENCE-TECHNOLOGY PROGRAM - 052	\$495,831.04	\$248,847.65	\$248,847.65	\$246,983.39	\$244,542.44	\$2,440.95	0.49%
01.301.055.2305.01.03	TEACHER SALARIES JHS	\$346,854.04	\$173,683.56	\$173,683.56	\$173,170.48	\$173,170.48	\$0.00	0.00%



# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.055.2415.05.23	SUPPLIES JHS	\$1,320.00	\$1,318.68	\$1,318.68	\$1.32	\$0.00	\$1.32	0.10%
01.301.055.2455.05.23	AV MATERIALS JHS	\$350.00	\$71.94	\$71.94	\$278.06	\$0.00	\$278.06	79.45%
	Dept: SOCIAL STUDIES - 055	\$348,524.04	\$175,074.18	\$175,074.18	\$173,449.86	\$173,170.48	\$279.38	0.08%
01.301.058.3522.06.36	ACADEMIC COMPETITION JHS	\$900.00	\$151.25	\$151.25	\$748.75	\$0.00	\$748.75	83.19%
	Dept: EXTRA CURRICULAR - 058	\$900.00	\$151.25	\$151.25	\$748.75	\$0.00	\$748.75	83.19%
01.301.061.2356.01.35	PD STIPENDS - CURRICULUM	\$1,413.80	\$1,413.80	\$1,413.80	\$0.00	\$0.00	\$0.00	0.00%
	Dept: CURRICULUM/PROFESSIONAL DEVEL - 061	\$1,413.80	\$1,413.80	\$1,413.80	\$0.00	\$0.00	\$0.00	0.00%
01.301.070.3510.01.07	INTRAMURAL COORDINATOR JHS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.301.070.3510.03.07	INTRAMURAL SUPERVISION JHS	\$2,835.87	\$2,835.87	\$2,835.87	\$0.00	\$0.00	\$0.00	0.00%
01.301.070.3510.05.23	SUPPLIES JHS	\$1,510.00	\$1,483.60	\$1,483.60	\$26.40	\$0.00	\$26.40	1.75%
	Dept: ATHLETICS - 070	\$6,845.87	\$4,319.47	\$4,319.47	\$2,526.40	\$0.00	\$2,526.40	36.90%
01.301.076.3200.04.11	PHYSICIAN CONTRACTED SERVICE	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$1,334.00	\$166.00	11.07%
01.301.076.3200.05.25	SUPPLIES HEALTH JHS	\$2,200.32	\$2,072.18	\$2,072.18	\$128.14	\$128.14	\$0.00	0.00%
01.301.076.3202.01.11	JHS NURSE	\$96,590.91	\$47,731.57	\$47,731.57	\$48,859.34	\$48,259.01	\$600.33	0.62%
	Dept: HEALTH SERVICES - 076	\$100,291.23	\$49,803.75	\$49,803.75	\$50,487.48	\$49,721.15	\$766.33	0.76%
01.301.085.2305.01.03	HOMEWORK CLUB INSTRUCTOR JHS	\$125.00	\$0.00	\$0.00	\$125.00	\$125.00	\$0.00	0.00%
01.301.085.3520.06.36	PROGRAM TRAVEL AND CONFERENC	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00	100.00%
01.301.085.3527.06.36	AWARDS JHS	\$750.00	\$0.00	\$0.00	\$750.00	\$750.00	\$0.00	0.00%
01.301.085.3528.06.36	JHS FINO AND DETENTION PROCTOR	\$6,000.00	\$1,260.00	\$1,260.00	\$4,740.00	\$0.00	\$4,740.00	79.00%
01.301.085.3529.06.36	SURVIVAL PROGRAM JHS	\$7,950.00	\$0.00	\$0.00	\$7,950.00	\$7,950.00	\$0.00	0.00%
	Dept: MISCELLANEOUS - 085	\$21,825.00	\$1,260.00	\$1,260.00	\$20,565.00	\$8,825.00	\$11,740.00	53.79%
01.301.093.2300.05.23	SOFTWARE JHS	\$4,373.17	\$4,373.17	\$4,373.17	\$0.00	\$0.00	\$0.00	0.00%
01.301.093.2300.08.23	SUPPLIES	\$3,221.19	\$2,701.19	\$2,701.19	\$520.00	\$520.00	\$0.00	0.00%
01.301.093.2420.05.23	EDUCATIONAL EQUIPT JHS	\$2,738.90	\$2,738.90	\$2,738.90	\$0.00	\$0.00	\$0.00	0.00%
01.301.093.4130.04.15	TELEPHONE COMPUTER JHS	\$8,256.96	\$8,256.96	\$8,256.96	\$0.00	\$0.00	\$0.00	0.00%
01.301.093.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$4,062.12	\$1,862.62	\$1,862.62	\$2,199.50	\$2,199.50	\$0.00	0.00%
	Dept: TECHNOLOGY LAB - 093	\$22,652.34	\$19,932.84	\$19,932.84	\$2,719.50	\$2,719.50	\$0.00	0.00%
01.301.109.2305.01.03	TEACHER SALARY JHS	\$293,658.40	\$146,603.15	\$146,603.15	\$147,055.25	\$146,602.85	\$452.40	0.15%
01.301.109.2315.05.24	SUPPLIES JHS	\$100.00	\$97.86	\$97.86	\$2.14	\$0.00	\$2.14	2.14%
01.301.109.2330.03.08	PARAPROFESSIONAL JHS	\$107,591.07	\$58,572.68	\$58,572.68	\$49,018.39	\$49,018.39	\$0.00	0.00%
01.301.109.2356.01.03	PROFESSIONAL DEVELOPMENT	\$800.00	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	0.00%
	Dept: LEARNING SUPPORT CENTER 2 JHS - 109	\$402,149.47	\$206,073.69	\$206,073.69	\$196,075.78	\$195,621.24	\$454.54	0.11%
01.301.112.2303.02.08	PARAPROFESSIONAL	\$28,463.68	\$14,231.86	\$14,231.86	\$14,231.82	\$14,231.82	\$0.00	0.00%
01.301.112.2305.01.03	TEACHER SALARY JHS	\$235,640.00	\$117,820.04	\$117,820.04	\$117,819.96	\$117,819.96	\$0.00	0.00%
01.301.112.2315.05.24	SUPPLIES JHS	\$200.00	\$190.39	\$190.39	\$9.61	\$0.00	\$9.61	4.81%
01.301.112.2330.03.08	PARAPROFESSIONAL JHS	\$135,684.36	\$70,666.20	\$70,666.20	\$65,018.16	\$65,018.16	\$0.00	0.00%
01.301.112.2356.01.03	PROFESSIONAL DEVELOPMENT	\$1,150.00	\$118.00	\$118.00	\$1,032.00	\$235.00	\$797.00	69.30%
	Dept: INDIVIDUAL SERVICES PROGRAM JHS - 112	\$401,138.04	\$203,026.49	\$203,026.49	\$198,111.55	\$197,304.94	\$806.61	0.20%
01.301.118.2305.01.03	TEACHER SALARY JHS	\$39,860.36	\$19,930.17	\$19,930.17	\$19,930.19	\$19,930.19	\$0.00	0.00%
01.301.118.2350.04.35	PROFESSIONAL CONSULT JHS	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
	Dept: SPEECH - 118	\$40,060.36	\$19,930.17	\$19,930.17	\$20,130.19	\$19,930.19	\$200.00	0.50%

# Old Rochester Regional School District

## FY22-23 APPROVED BUDGET

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.121.2110.02.09	CLERICAL STAFF JHS	\$40,189.95	\$20,095.01	\$20,095.01	\$20,094.94	\$20,094.94	\$0.00	0.00%
	Dept: SUPPORT SERVICES - 121	\$40,189.95	\$20,095.01	\$20,095.01	\$20,094.94	\$20,094.94	\$0.00	0.00%
01.301.127.2710.01.03	SOCIAL WORKER JHS	\$94,238.21	\$46,593.54	\$46,593.54	\$47,644.67	\$46,593.46	\$1,051.21	1.12%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$94,238.21	\$46,593.54	\$46,593.54	\$47,644.67	\$46,593.46	\$1,051.21	1.12%
01.306.707.3593.06.32	ORR Capital Projects	\$421,000.00	\$0.00	\$0.00	\$421,000.00	\$393,300.00	\$27,700.00	6.58%
	Dept: CAPITAL IMPROVEMENT - 707	\$421,000.00	\$0.00	\$0.00	\$421,000.00	\$393,300.00	\$27,700.00	6.58%
01.307.079.3300.04.48	BRISTOL AGGIE TRANSPORTATION	\$117,462.00	\$27,966.00	\$27,966.00	\$89,496.00	\$89,496.00	\$0.00	0.00%
01.307.079.3300.04.80	BRISTOL AGGIE - CONTRA ACCOUNT	(\$27,966.00)	(\$27,966.00)	(\$27,966.00)	\$0.00	\$0.00	\$0.00	0.00%
	Dept: TRANSPORTATION - 079	\$89,496.00	\$0.00	\$0.00	\$89,496.00	\$89,496.00	\$0.00	0.00%
Grand Total:		\$20,845,272.00	\$11,935,205.07	\$11,935,205.07	\$8,910,066.93	\$8,621,510.85	\$288,556.08	1.38%

End of Report



# Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: March 2023

ORR JR/SR HS

## Directors Update:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- Meal Price Increase took effect on February 1, 2023
  - This increase in price will only apply to any additional meals purchased by a student
  - Each student will continue to receive 1 Free Breakfast and 1 Free Lunch per day throughout the remainder of this school year.
- Had a successful week serving the students in the Math Acceleration Program
- Currently working on procuring food and supplies for next year.

## Students Receiving Free and Reduced Meals:

Free: 227→ 22%

Reduced: 24→ 2%

## Student Meal Participation:

SY 22					SY 23			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
<b>August</b>	7	1%	398	38%	<b>43</b>	<b>2%</b>	<b>1070</b>	<b>52%</b>
<b>September</b>	665	3%	8580	46%	<b>1882</b>	<b>9%</b>	<b>10881</b>	<b>54%</b>
<b>October</b>	911	5%	9366	52%	<b>2388</b>	<b>12%</b>	<b>12295</b>	<b>62%</b>
<b>November</b>	882	5%	9628	56%	<b>1839</b>	<b>12%</b>	<b>10533</b>	<b>70%</b>
<b>December</b>	930	6%	8662	55%	<b>1772</b>	<b>11%</b>	<b>9539</b>	<b>59%</b>
<b>January</b>	971	6%	9642	62%	<b>2036</b>	<b>12%</b>	<b>11718</b>	<b>68%</b>
<b>February</b>	1019	7%	7368	53%	<b>1619</b>	<b>12%</b>	<b>8630</b>	<b>64%</b>
<b>March</b>	1832	9%	12623	61%				
<b>April</b>	1468	10%	8625	58%				
<b>May</b>	2087	10%	11327	55%				
<b>June</b>	1279	8%	6178	38%				

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: [jillhenesey@oldrochester.org](mailto:jillhenesey@oldrochester.org)

<https://www.facebook.com/ORRnutrition4kids>





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

# Memo

To: School Committee Members of Old Rochester Regional School Committee

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: March 15, 2023

Re: Motion – Capital Stabilization

Included in the approved Fiscal Year June 30, 2023 operating budget for the Old Rochester Regional School District (ORRSD) are specified funds in the amount of \$421,000 for a track replacement project.

The school department are requesting for the \$421,000 to be approved for transfer to the Capital Stabilization fund.

**Motion:**

The School Committee is voting to approve the Old Rochester Regional School District to transfer \$421,000 to the Capital Stabilization account. These funds will be moved from the general operating funds, as designated at the ORRSD budget hearing on March 15, 2022.

**ORRJHS  
PRINCIPAL'S REPORT  
MARCH 15, 2023**

**CURRENT ENROLLMENT:**

Grade 7 - 231

Grade 8 - 193

TOTAL: 424

**SCHOOL CHOICE:**

Grade 7 - 18

Grade 8 - 17

TOTAL: 35

**ACKNOWLEDGEMENTS:**

**Students of the Month for January, 2023**

Green Team: Ty Marques; Miah Motta

Orange Team: Brendan Fuller; Kennedy Zussy

Blue Team: John Ferreira; Jessica Detrani

Red Team: Emma MacLeod; Bobby Calder

Exploratory Team: Nathan Dubuc; Madelyn McCarthy

**E-Sports:**

Congratulations to our E-Sports Teams and Coach Brian Almeida for completing their first season. The Championship was held on March 11 at Uptime E-Sports Arena in Hanover MA. "Team Slippers" – Drew Butler, Eric Charron, Velez Vieira and Liam Whittaker came in first place in the Rocket League tournament. Their teamwork, strategy, and dedication were remarkable, and they truly deserve this recognition for their efforts. "Team Sons of Zeus" – Parker Erickson, Kyle Pina, Eamon Perez and Jordan Barrows competed in the "Super Smash Brothers" tournament. Esports is a valuable activity that provides students with essential skills such as communication, teamwork, and critical thinking. We believe in providing our students with opportunities to explore and develop their talents in various fields, and Esports is one of them.

**AFTERSCHOOL STUDENT ACTIVITIES OFFERED:**

GSA Club – Julie Cotillo

Art Club – Meghann Bodeau

Crochet & Knitting Club – Therse Valente and Kathy Gauvin

Drama Club – Beth Faria

Jazz Band – Richard Laprise

School Council – Kathy Gauvin

**CLINICS THAT TOOK PLACE:**

Volleyball, Girls Soccer, Boys Soccer, Arena Football

**RECENT EVENTS:**

- 2/2/23 Old Colony Interviews
- 2/13 - 2/17 World Language week took place – Students enjoyed watching Ratatouille; made Russian dumplings, guacamole and corn tortillas  
Spirit Week took place for students/staff
- 3/7/23 District FORM Choral Concert
- 3/8/23 Early Release for Students; Staff participating in Professional Development
- 2/10/23 Grade 8 National Latin Exam
- 3/14/23 District FORM Instrumental Concert took place
- 120<sup>th</sup> Day of School for FY23

**UPCOMING EVENTS:**

- 3/22/23 TIMMS Math for Grade 8 students
- 03/23 & 24 Grade 8 Students – Gifts to Give and OHS Elementary School
- 4/4/23 135<sup>TH</sup> Day – End of Quarter 3
- 4/5/23 Survival Parent Meeting – 6-8:00pm – JHS Auditorium
- 4/10-4/14 Spirit Week for Students/Staff
- 4/11/23 Grade 8 Latin Students field trip to RISD
- 4/11/22 Night of Jazz – HS Auditorium
- 4/25 & 25 ELA MCAS





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

Phone 508-758-3745 Fax 508-758-3167 Web page [www.oldrochester.org/hs](http://www.oldrochester.org/hs)

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

**Michael Cabot Devoll, M.Ed.**  
**Principal**

**Vanessa M. Harvey, M.Ed.**  
**Assistant Principal**

**Lauren Millette, M.Ed., M.C.**  
**Director of Guidance**

March 13, 2023

**High School student enrollment, through 3/13/23: 626**

**DECA State Champions!**

The following ORRHS Students are off to Orlando after capturing DECA State Championships!

Sarah Wyman-Business Services Marketing

Jackson Veugen and Andrew Porter-Entrepreneurship Team Decision-Making

Teddy Carroll-Hotel and Lodging Management

Colin Carroll-Automotive Services Marketing

**Science Olympiad Successes**

The ORRHS Science Olympiad team is in their infancy but the group is already making a name for themselves at the Massachusetts Science Olympiad State Championship!! With over 60 teams present, ORRHS took 1st place in Mystery Architecture and 5th place in Green Generation!!

**Boys Indoor Track Wins 2023 Division 4 State Championship!!**

**Debate Team Accolades**

At the Eastern Massachusetts Debate League Finals this month held at Bridgewater-Raynham Regional Senior High School ORR debaters excelled. Jacob Hadley was awarded top varsity affirmative speaker in the league. Jacob Hadley and Eva Hartley earned second place for their two-person varsity affirmative team. Scarlet Sylvia and Sofia Bouley earned second place for their two-person Novice affirmative team. Theo Jacobson and Jamison Gunschel earned 10th place for their two-person varsity affirmative team. Bryan Correia, Alexandra Fiano, Emerson Roy, Scarlet Sylvia and Sofia Bouley earned 3rd place as a four-person team novice team. Jamison Gunschel, Eva Hartley, Sofia Bouley and Scarlet Sylvia all earned awards for highly ranked speakers.

**Upcoming Events:**

3/20 First day of spring sports

3/22 Student/Faculty Basketball Game, 6:30 p.m.

3/28-3/29 Grade 10 ELA MCAS Test

3/30 Term 3 Closes

3/30 Opening Night Spring Drama Production, *Once Upon A Mattress*

4/6 Delayed Start

4/7 No School

Respectfully submitted,



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

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---

Michael Cabot Devoll  
Principal  
Old Rochester Regional High School

Good evening,

March has been quite a successful month for the student body. To start off, the AFS Club just completed a very successful Rio Vista exchange. On top of that, the DECA Club has 5 State Champions, and 6 students moving on to compete in the International Career Development Conference (ICDC) in Florida this April. Drama would like to announce that the opening night for their show "Once Upon a Mattress" is March 30th, and they hope to see as many members of the community there.

The Student Council had a "Kindness Week" from February 13-17 where each class performed one act of kindness to the school, and on that Friday the Class Olympics were held (which the seniors won). On top of that, the Senior Class hosted a successful Qdoba dine-in night fundraiser, the Juniors are preparing for their Great Gatsby themed semi-formal this spring, and the Freshman had a successful "Flower-gram" fundraiser. We are excited to see what this next month brings!

Thank you,

Sakurako Huynh-Aoyama and Reagan Rock



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**Marion, Mattapoisett, and Rochester, Massachusetts**

TO: Town Clerks, Towns of Marion, Mattapoisett and Rochester,  
Massachusetts  
DATE: March 13, 2023  
SUBJECT: Meeting Notice

Pursuant to Chapter 30A of the Massachusetts General Laws, you are notified of the following  
REGULAR meeting of the OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE:

Wednesday, March 15, 2023 @ 6:30 p.m.

Please see agenda below.  
This regular meeting will be held remotely.

Respectfully submitted,  
Melissa Wilcox  
Executive Assistant to the Superintendent

**OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING**  
**Marion – Mattapoisett - Rochester, Massachusetts**

**March 15, 2023**

**Meeting to be held remotely**

**Zoom LINK:**

<https://oldrochester-org.zoom.us/j/98155071433?pwd=OGpvMGs4c2JpWUp2c0loK0Y2VjBTQT09>

**Meeting ID: 981 5507 1433**

**Passcode: 167874**

*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.*

**TIME: 6:30 p.m.**

**MEETING TO ORDER**

**FY24 SCHOOL CHOICE PUBLIC HEARING**

**RECOGNITION PRESENTATION**

**I. Approval of Minutes**

**A. Regular Meeting: February 6, 2023 and March 1, 2023 – Special Meeting**

**B. Executive Session: February 6, 2023 and March 1, 2023**

**C. Budget Subcommittee: Oct. 19, 2022, Feb. 6, 9, 17 and Mar. 8, 2023**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

**A. School Choice Vote**

**B. Approval of Fundraiser**

**C. Approval of Donation(s)**

**D. Appeal of Book(s)**

**VI. New Business**

**A. Policy Review**

**B. Curriculum**

**C. Business**

**1. Financial Report**

**2. Food Service Report**

**3. Facilities Report**

**4. Budget Transfers**

**D. Personnel**

**VI. Unfinished Business**

**CHAIRPERSON'S REPORT**

**CENTRAL OFFICE ADMINISTRATORS REPORT**

**PRINCIPALS' REPORTS**

**STUDENT ADVISORY COUNCIL REPORT**

**VII. School Committee**

**A. Reorganization**

**B. Committee Reports**

**1. Budget Subcommittee**

**2. Communication Committee**

**3. District Agreement Committee**

**4. Equity Subcommittee**

**5. Facilities Committee**

**6. Local School Committee**

**7. Policy Subcommittee**

**8. SMEC**

**9. Tri-Town Foundation**

**VIII. Future Business**

**A. Timeline**

**B. Future Agenda Items**

**IX. Open Comments**

**X. Information Items**

**XI. Executive Session**

**ADJOURNMENT**