

**OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING**

**Marion – Mattapoisett - Rochester, Massachusetts**

**June 21, 2023**

*Revised*

**Hybrid Format**

**Zoom LINK:**

**<https://oldrochester-org.zoom.us/j/98857494253?pwd=cnVNVHVhZmsvdh5cGJCT1F3UW1YQT09>**

**Meeting ID: 988 5749 4253**

**Passcode: 786917**

*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**

**RECOGNITION PRESENTATION**

**XI. Executive Session**

**I. Approval of Minutes**

**A. Regular Meeting: April 26, 2023**

**B. Executive Session: April 26, 2023**

**C. Budget Subcommittee**

**D. Communications Subcommittee: May 15, 2023**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

**A. Approval of Student Handbook Update**

**B. Approval of School Committee Dates for 2023-2024 School Year**

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

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

**E. Approval of Lease**

**F. Approval of Memorandum of Agreements**

**G. School Improvement Plan Update**

**H. Approval of Summer Warrant Processing**

**I. Communications Subcommittee Decision**

**J. Approval of Disposal of Equipment**

**K. MASC Training Discussion**

**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

**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:** June 15, 2023  
**SUBJECT:** Agenda Items

The following items are on the agenda of June 21, 2023.

**RECOGNITION PRESENTATION**

**XI. EXECUTIVE SESSION**

Recommendation:

That the School Committee enter into executive session for the purposes of exception #3, to discuss strategy with respect to collective bargaining or non-union personnel and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

**I. Approval of Minutes**

**A. Regular Meeting**

Recommendation

That the School Committee review for approval the minutes of April 26, 2023. Please refer to “ORRSC 06212023 April Minutes”.

**B. Executive Session**

Recommendation

That the School Committee review for approval the minutes of April 26, 2023. These minutes will be brought to the meeting.

**D. Communications Subcommittee**

Recommendation

That the School Committee review for approval the minutes of May 15, 2023. Please refer to “ORRSC 06212023 Communications Subcommittee Minutes”.

**V. General**

**A. Approval of Student Handbook Update**

Recommendation

That the School Committee review updates to the student handbook. Please refer to “ORRSC 06212023 High School Student Handbook” and “ORRSC 06212023 Junior High School Student Handbook”.

**B. Approval of School Committee Dates for 2023-2024 School Year**

Recommendation

That the School Committee review the following dates for the 2022-2023 school year: Wednesday, September 6 and Thursday, October 12, November 16, December 21, February 1, March 7, April 11 and June 6.

**C. Approval of Donations**

Recommendation

That the School Committee review the following donations:

- \$250 from the Marion Garden Center to the Junior High School for the “outside” courtyard classroom.
- From the Tri-Town Education Foundation - \$1,916.99 to Brian Almeida so students can make physical computing displays for STEAM night; \$2,000 to Richard Laprise so student musicians can experience New Music to Our Ears: An Original Composition Project; and \$1,000 to Allison Barker to add equipment to the High School Library Commons Makerspace.
- From parent and technician at UMASS Dartmouth, Glenn Volkema, QTY 3 - PASCO Roller Coaster Kit - ME-9812 (\$1,429/ea), QTY - 6 - Vernier LabQuest Mini - LQ-MINI (\$189/ea) and QTY - 9 - Vernier Photogate - VPG-BTD (\$55/ea)

Please refer to “ORRSC 06212023 Marion Garden Club”, “ORRSC 06212023 Tri-Town Education Foundation Donation”, and “ORRSC 06212023 Volkema UMASS Dartmouth Donation”.

**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 “Felix Ever After” and “Push”. Please refer to “ORRSC 06212023 Felix Ever After” and “ORRSC 06212023 Push”.

**E. Approval of Lease**

**Recommendation**

That the School Committee review for approval the lease for the 2023-2024 school year. Please refer to “ORRSC 06212023 SMEC Lease” and “ORRSC 06212023 Memo”.

**F. Approval of Memorandum of Agreements**

**Recommendation**

That the School Committee review the Memorandum of Agreements presented by Superintendent Nelson.

**G. School Improvement Plan Update**

**Recommendation**

That the School Committee hear a report from the two Principals.

**H. Approval of Summer Warrant Process**

**Recommendation**

That the School Committee review the process for summer warrants as presented by Mr. Barber.

**I. Communications Subcommittee Decision**

**Recommendation**

That the School Committee review a recommendation from the Communications Subcommittee.

**J. Approval of Disposal of Equipment**

**Recommendation**

That the School Committee review the lists of disposal of equipment. Please refer to “ORRSC 06212023 Disposal List” and “ORRSC 06212023 ORCTV Disposal”.

**K. MASC Training Discussion**

**Recommendation**

That the School Committee discuss an upcoming MASC Training.

**VI. New Business**

**C. Business**

**2. Food Service Report**

**Recommendation**

That the School Committee hear a report from Mr. Barber. Please refer to “ORRSC 06212023 Food Service Report”.

**3. Facilities Report**

**Recommendation**

That the School Committee hear a report from Mr. Barber. Please refer to “ORRSC 06212023 Facilities Director Report”.

**VIII. Future Business**

**A. Timeline**

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

**ORR School Committee**

September 6, 2023 (tentative)

133 Marion Road

Mattapoisett, MA 02739

**Joint School Committee**

September 28, 2023 (tentative)

133 Marion Road

Mattapoisett, MA 02739

**B. Future Agenda Items**

- ◆ School Committee re-organization (September)
- ◆ MCAS Results report (November/December – depending upon receipt of results)
- ◆ Review of high school program of studies changes (January)
- ◆ Initial budget review (February)
- ◆ Budget Approval Public Hearing (March)
- ◆ School Choice Public Hearing (April)
- ◆ 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

April 26, 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 (in-person), Frances-Feliz Kearns (in-person), Joseph Pires (in-person), Rosemary Bowman (remote), Matthew Monteiro (in-person) and James Muse (remote).

**Members Absent:** April Nye.

**Others Present:** Michael S. Nelson, Superintendent of Schools; 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; Lauren Millette, Director of Guidance; teachers, parents, students and members of the press.

Meeting was called to order at 6:32 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted 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 and Chairperson Smith welcomed the members of the Boys Winter Indoor Track Team. Chairperson Smith presented each member of the team a certificate of recognition. Principal Devoll discussed the team's accomplishments as Division 4 State Champions and recognized Coaches Bill and Cindy Tilden who were also present.

#### XI. Executive Session

MOTION to enter executive session at 6:40 p.m. and return to the regular meeting after adjournment

MOTION by Mr. Chisholm

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

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

MOTION to exit executive session at 6:51 p.m. and return to the regular meeting

MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

#### I. Approval of Minutes

##### A. Regular Minutes

Motion to approve the FY24 Budget Public Hearing minutes of March 15, 2023

MOTION by Mr. Chisholm

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

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

Motion to approve the regular meeting minutes of March 15, 2023

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

## **V. General**

### **A. Approval of Memorandum of Agreement(s)**

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

*Tonight, we are recommending two separate votes; the first is to approve the MOA between the school committee and the ORPEA as presented regarding the 2022-2023 E-Sports stipend and the second is to approve the MOA between the school committee and the ORPEA as presented regarding the 2023-2024 E-Sports stipends.*

MOTION to approve the MOA between the school committee and ORPEA for the 22-23 E-Sports stipend as presented

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

MOTION to approve the MOA between the school committee and ORPEA for the 23-24 E-Sports stipend as presented

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

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

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

*Tonight we are grateful for a number of donations being offered to the school committee. The first donation is from Fieldstones offering \$300 to support the DECA program.*

MOTION to approve the \$300 Fieldstones donation to DECA as presented

MOTION by Mr. Chisholm

MOTION Seconded by Ms. McSweeney

ROLL CALL VOTE:

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

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

*The second donation is from Hiller Dodge, Chrysler, Jeep and Ram offering \$500 to support the DECA program.*

MOTION to approve the \$500 Hiller Dodge, Chrysler, Jeep and Ram donation to DECA as presented

MOTION by Mr. Chisholm

MOTION Seconded by Ms. Kearns

ROLL CALL VOTE:

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

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

*The third donation is from Baystate Financial Charitable Foundation offering \$500 to support the DECA program.*

MOTION to approve the \$500 Baystate Financial Charitable Foundation donation to DECA as presented

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

Chairperson Smith thanked each donor for their support of DECA.

**Superintendent Nelson made the following statement:**

*The fourth donation this evening is from Friends of Old Rochester Music (FORM) offering two 5x7 plaques to be given to students for the Director's Award and the Woody Herman Jazz Award.*

MOTION to approve the plaque donation from FORM as presented

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Pires

ROLL CALL VOTE:

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

**Superintendent Nelson made the following statement:**

*The fifth donation this evening is also from Friends of Old Rochester Music (FORM) and they are offering a food donation not to exceed \$400 for pizza, water and desserts for the end of the year festival on May 26<sup>th</sup> for the junior high school band/chorus students.*

MOTION to approve the food donation from FORM as presented

MOTION by Ms. McSweeney

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

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

**Superintendent Nelson made the following statement:**

*The next donation is also from Friends of Old Rochester Music (FORM) and they are offering an \$100 gift certificate from Symphony Music Shop for the James Farmer Award.*

MOTION to approve the \$100 gift certificate from FORM as presented

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

**Superintendent Nelson made the following statement:**

*The next donation is from the McNulty family of the junior high school who is offering a snare drum to the music department.*

MOTION to approve the snare drum donation as presented

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

**Superintendent Nelson made the following statement:**

*The next donation is from the McNulty family of the junior high school who is offering a snare drum to the music department.*

MOTION to approve the snare drum donation as presented

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

**Superintendent Nelson made the following statement:**

*The next donation is from community member Greg Hardy who is offering twelve books to the school committee. The books being offered are Woke Racism by John McWhorter, False Alarm by Bjorn Lomborg Fossil Future by Alex Epstein, The War on the West by Douglas Murray, Life Skills for Teens by Karen Harris, While Time Remains by Yeonmi Park, Trans Life Survivors by Walt Heyer, Nation of Victims by Vivek Ramaswamy, Opportunity Knocks by Tim Scott, What is a Woman? by Matt Walsh, Cynical Theories by Helen Pluckrose/James Lindsay, and Stop Overthinking by Nick Trenton.*

Principal Devoll that Mr. Hardy contacted him regarding making a book donation. Mr. Hardy provided the twelve titles of the books. This information was given to the librarian of the school to review each book using our current policy and procedure. After completing the review of each book, the recommendation is that two books be accepted, *Woke Racism* by John McWhorter and *False Alarm* by Bjorn Lomborg as these two titles did meet the selection criteria. *Fossil Future* by Alex Epstein and *The War on the West* by Douglas Murray are not recommended as they have negative reviews so they do not meet the selection criteria. *Life Skills for Teens* by Karen Harris, *While Time Remains* by Yeonmi Park, *Trans Life Survivors* by Walt Heyer, *Nation of Victims* by Vivek Ramaswamy, *Opportunity Knocks* by Tim Scott, *What is a Woman?* by Matt Walsh, *Cynical Theories* by Helen Pluckrose/James Lindsay, and *Stop Overthinking* by Nick Trenton are also not recommended because they have no professional reviews and therefore do not meet the selection criteria.

MOTION to approve the two recommended books for the library and not approve the remaining books that were not commended as presented

MOTION by Mr. Muse

MOTION Seconded by Mr. Pires

Ms. Kearns commented that the committee could consider waiting to consider the donation until Mr. Hardy is not running for election.

ROLL CALL VOTE:

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

Chairperson Smith thanked FORM, the McNulty family and Mr. Hardy for their consideration and donations to the school district.

**C. Main Stadium Use Request**

**Superintendent Nelson made the following statement:**

*Old Rochester Youth Football is requesting use of the multi-purpose field during the fall of 2023. Specifically, they are requesting four game days with five teams playing on each of those days. The games would be set for either Saturdays or Sundays in the month of September and October. Per current policy, the multi-purpose field requires special approval by the school committee on recommendation by the principal. The fees for use are determined by the principal and assistant superintendent of finance and operations based on the nature of the activity. It is my understanding that Principal Devoll supports this request with the parameters that field use is dependent on the conditions of the field, weather conditions, and acknowledging that high school athletic events will take priority. In other words, the principal supports the request, but reserves the right to cancel field use as necessary.*

Principal Devoll added that the school continues to maintain a positive relationship with this community group and he does support this request. He thanked Ms. Medeiros, ORYF President for attending the meeting.

**School Committee Feedback:**

Mr. Chisholm commented that he knows this was approved last year and maybe the committee could consider a longer term so the team does not need to request annually. He also appreciates the relationship between the school and the community group as it relates to maintaining the field.

Principal Devoll added that last year they did cancel a game due to conditions and the team understands the priority of maintaining the field.

MOTION to approve the Main Stadium Use Request as presented

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Monteiro

ROLL CALL VOTE:

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

Ms. Medeiros thanked the committee for their support and approval.

**D. Approval of Grant(s)**

**Superintendent Nelson made the following statement:**

*The first grant recommended for approval this evening is the Career and Technical Education Perkins grant in the amount of \$5,000 dollars. These funds will be utilized to support our chapter 74 preschool program at the high school by providing fiscal support to future classroom supplies and/or student transportation needs.*

MOTION to approve the Fund Code 453 Grant in the amount of \$5,000 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

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

*The second grant recommended for approval is a Northeast Food for Schools funding grant in the amount of \$14,583. These funds through a partnership with DESE and the Massachusetts Farm to School program will assist in procuring, purchasing, and increasing capacity of local foods and minimally processed foods for our School Meals Program.*

MOTION to approve the Northeast Food for Schools Grant in the amount of \$14,583 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

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

Chairperson Smith thanked everyone that works to get the grants. She knows it is a lot of work and appreciates the effort. Superintendent Nelson commented that it is a team effort.

**D. School Choice Vote**

**Superintendent Nelson made the following statement:**

*This evening it is recommended that the school committee approve an amended school choice vote for the 2023-2024 school year. It is still recommended by administration that the maximum number of students remain 125*

*total school choice students. However, we would recommend amending the limit in the 2023-2024 8th grade class. The proposed motion has been provided in memo format to the committee in your packets.*

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 12 school choice students, with the understanding that preference will be given to students entering grades 7, 8 and 9.

MOTION by Mr. Muse

MOTION Seconded by Mr. Chisholm

ROLL CALL VOTE:

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

## **VI. New Business**

### **C. Business**

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

Superintendent Nelson reported the following information in Mr. Barber's absence regarding the FY 23 financial report in relation to the general funds remaining or available for the Old Rochester Regional School District as of April 26, 2023: The Old Rochester Regional School District currently has \$171,434 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
- \$ 20,673,838 – Obligations Paid or Encumbered Year to Date
- \$ 171,434 - Remaining Available Funds

#### **2. Food Service Report**

Superintendent Nelson reported the following Food Service Report:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- Planning for the upcoming April Vacation Math Acceleration Program
- Currently working on procuring food and supplies for next year.
- Recently notified that we were selected to receive grant funds, for \$14,583, through Northeast Food for Schools Grant. This grant is made possible through a partnership with DESE and MA Farm to Schools. These funds are allocated for use in the SY 23-24, to assist in purchasing locally sourced, minimally processed food items. I am grateful for this opportunity, as the funds will be very helpful to our programs.
- Conducted a student taste test during all lunch shifts with Chef Patty from the John C. Stalker and
- CRISP Training Program. We sampled Mediterranean cuisine- with fantastic student feedback
- Went live with the Mediterranean Lunch Menu with the guidance of Chef Patty and hosted a visit
- from Ms. Kelly Burke from DESE.
  - Build-Your-Own Mediterranean Pita Pocket
  - Chicken Shawarma and/or Homemade Hummus
  - Toppings Bars: Tzatziki Sauce, Lettuce, Tomato, Onion
  - Tabbouleh and Melon Mint Salad
- The day was a huge success! Ms. Burke and Chef Patty were full of compliments about my team and our students.

### **3. Facilities Report**

Superintendent Nelson reported the following Facilities Report:

- Commenced resurfacing of track project.
- Opened and calibrated irrigation system.
- Treated and Groomed all fields.
- Replaced electric transformer for sewer lift station.
- Commonwealth of Massachusetts AHERA inspection conducted, no violations observed, all in order. Raptor deployed in Campus entrances.
- Serviced cooling tower.
- Serviced dual loop temperature loop (heat & cooling).
- Conducted preventative maintenance on all facility equipment and machinery.

### **CHAIRPERSON'S REPORT**

Chairperson Smith made the following statement:

*I would like to thank all of the teachers for their dedication and hard work. I would like to thank the students for being engaged and doing their best. I would like to thank the administration for their countless hours and efforts. I would like to especially thank my fellow school committee members. Without their countless hours at meetings and their continued dedication and support to our students, we wouldn't be as successful here at ORR. This evening, I would like to take a few minutes to add additional context to the information that has been shared in the Sippican Week by Mattapoissett resident, Kathleen LeClair. My comments are not in response to Mrs. LeClair's opinions, which she is certainly entitled to, instead it is simply to add context to the information that she referenced in her letter. As the Chairperson of this school committee, I want to ensure that the public understands that the equity and diversity spending that Mrs. LeClair has referenced in her "Dear Editor" came from grants awarded to the District. These grants were awarded specifically to the District to support equity and diversity initiatives. In other words, these grants were sought after, and awarded to our schools to support equity and diversity initiatives. Also, the grant funds awarded were required to be spent on such equity and diversity efforts. The funds referenced by Mrs. LeClair were not school budget operating funds, but instead grant funds that were awarded specifically to support equity and diversity work in schools. Furthermore, as the Chairperson of this Committee, I am proud of the work we have done related to equity and diversity, and I believe it aligns with the school's mission, our goals, our policies and the resolutions that not only the Old Rochester School District Committee has adopted, but all four school committees within the Tri-Town.*

### **CENTRAL OFFICE ADMINISTRATORS REPORT**

Superintendent Nelson encouraged the school committee members and the public to attend the upcoming town meetings and support the schools when voting. He then discussed an update on the track capital improvement project including that the track is closed through June and the public was made aware through a press release. Neighboring districts have been phenomenal in supporting our athletic programs this season. The project remains on schedule.

### **Dr. Fedorowicz provided the following updates from the Office of Teaching and Learning:**

#### **Literacy:**

We are making progress in the area of literacy. We are starting the last of 3 core review programs. We are looking forward to a decision by the end of the year and obtaining a literacy program that will provide consistency until the students reach grade 7.

#### **Learning Walks:**

JHS last LW was 3/31 which concludes our admin learning walks for this year. We are looking forward to the remaining LW in the other buildings and seeing all the great T & L. We are looking to continue this next year. Lot of progress this year and can't believe it is EOY

**IC:**

Instructional Council, which has representation from all districts, continues to meet monthly and discuss PD and working on the CRC.

**New Teacher Induction:**

Great session today with our one and only Rose Bowman and retired principal Kevin Brogioli on Parent communication. It was informative, engaging and funny providing our new teachers with some great ideas for family outreach.

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

*Our sixth grade special education teachers and related service providers from all of our elementary districts participated in a Transition meeting with the 7th grade special education team. This event supports student placements and building student schedules, while providing our JHS staff an opportunity to design IEP service schedules for our incoming 7th grade students. The 8th Grade special education teachers and related service providers met in a similar fashion with the high school team for a transition meeting for students who will be attending Old Rochester Regional. These events and others would not have been possible without the leadership of Kris Lincoln, special education coordinator who has scheduled and led these events. Our April Exploration Academy took place during April Vacation. I want to thank the staff and students for an outstanding week that focused on Math exploration. Ms. Lean, led a group of 7th and 8th grade students in a week long adventure involving potential MCAS areas of focus. Thank you to all of our educators, facilities and food service providers who made this possible for our students.*

Superintendent Nelson also added the strategic plan work has begun and the next piece will involve collecting data from stakeholders in terms of how they envision the district in 2028.

**School Committee Feedback:**

Ms. McSweeney acknowledged the vision of the administrators to work on the future and how we grow and evolve as a district. It is great work that they are doing.

**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 February, 2023

Green Team: Addison Roy, Grace Hebert

Orange Team: Caitlin Wilson, Krishi Patel

Blue Team: Lilyann Rounseville, Oliver Hannack

Red Team: Karley Pinto, Alexander Dai

Exploratory Team: Torrin DaCosta, Olivia Lane

Project 351:

Our Project 351 ambassadors facilitated a clothing drive in partnership with Cradles to Crayons.



26 students from ORRJHS participated in the Project 351 and Celtics Playbook Initiative Workshops on 3/23/23 and 3/27/23.

**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

**SPORTS:**

Soccer Clinics

Arena Football Clinics

Interscholastic Boys/Girls Track - Sarah Makein/Victoria Tuntino

Intramural Boys/Girls Flag Football - Chuck Jancaterino

**MCAS DATES:**

4/25 & 4/26 ELA - Grades 7 and 8

5/11 & 5/12 MATH - Grades 7 and 8

5/18 & 5/19 SCIENCE - Grade 8

**AIMSWEB DATES:**

5/30 Reading

5/31 Math

**RECENT EVENTS:**

3/22/23 TIMMS Math for Grade 8 students took place

03/23 & 24 Grade 8 Green Team Students – Community Service to Gifts to Give and Mattapoisett Schools

4/3/23 Grade 6 Special Ed Transition meetings took place with staff from Rochester Memorial, Sippican and Old Hammondtown Schools

4/10-4/14 Spirit Week for Students/Staff took place

4/11/23 Grade 8 Latin Students attended a field trip to RISD

4/11/23 Night of Jazz in the HS auditorium took place

4/12/23 Annual Grade 8 Jury Presentation Assembly

4/12/23 Grade 6 Parent/Guardian Information Night via Zoom

**UPCOMING EVENTS:**

5/3 & 5/4 Old Colony Parent/Student Interviews to take place at the JHS

5/19-5/21 JHS Drama Production - Romeo & Winifred

5/23/23 JHS Spring Concert - Auditorium @ 6:30pm

5/26/23 JHS Music Festival

5/31/23 Grade 6 Parent/Guardian Tours

5/31/23 Showcase Night with faculty and students starting at 6:00pm

**High School**

Mr. Devoll reported to the School Committee the following:

High School student enrollment, through 4/10/23: 626

#### Upcoming Senior Events:

May 22-25: Senior Final Exams

May 30: Senior Prom

June 1: Graduation Rehearsal, 9am

June 1: Senior Awards Night, 6:30pm

June 2: Senior Assembly, 9am

June 2: Senior Stroll to District Elementary Schools

June 2: Senior Parade

June 3: Graduation, 12pm

#### Engineering Design Challenge

Senior Derek Hiralall has established a new benchmark in Engineering Design 2 by achieving a remarkable lift of 4,876.12 grams during the crane competition held today. This noteworthy feat surpasses the prior record by an impressive margin of 1,272.94 grams.

#### Upcoming Events:

4/27 National Honor Society Induction

4/28 Battle of the Bands, 7pm

5/4 Delayed Start; students arrive for 8:30 a.m.

5/16-17 Grade 10 Math MCAS

5/18 Senior Breakfast, 7:30 a.m.

5/19 Last day of classes for seniors

#### Student Advisory Council Report

Reagan Rock reported the following:

##### Seniors

- April 6th held an Easter egg hunt and Nick's dine-in night
- Prom ticket sales start this week and go until May 12th

##### Juniors

- \$800 chocolate fundraiser for Easter
- Semi catering, theme is Great Gatsby

##### Sophomores

- Student vs staff raised \$800

##### SERSAC and E-Board Elections coming soon

- Any current STUCO member can run for E-Board, and any student in the school can run for SERSAC
- Positions for E-Board
  - President
  - Vice President
  - Treasurer
  - Secretary
  - Public Relations
- Elections happen in May

##### Unsung Hero Scholarship at next meeting

- Scholarships to non STUCO seniors for dedication for school

#### VII. School Committee

##### B. Committee Reports

**Budget Subcommittee** – no report.

**Communication Committee** – Mr. Pires reported they have not met but have a tentative date to meet in May.

**District Agreement Committee** – no report.

**Equity Subcommittee** – Ms. Kearns informed the School Committee that the last Equity Subcommittee meeting was held on March 30<sup>th</sup> and all members were present. Progress on the Equity Action plan was presented by Building Administrators and Central Office Team. The next meeting is May 15<sup>th</sup>.

**Facilities Committee** - no report.

**Local School Committee-** Ms. Smith reported that the Marion School Committee will meet again in May. Mr. Muse reported that the Mattapoisett school committee voted on school choice and heard a brief update on the school consolidation study at their last meeting. Mr. Chisholm stated Rochester did not meet in April but will meet in May.

**Policy Subcommittee-** Ms. McSweeney reported that the next meeting is May 10<sup>th</sup>.

**SMEC** – Ms. Bowman reported that the next meeting is May 30<sup>th</sup>.

**Tri-Town Foundation** –Ms. McSweeney reported that they plan to meet in May.

**MASC** - Mr. Monteiro updated the School Committee that MASC is holding “Day on the Hill” which he will be attending.

Superintendent Nelson reviewed the future timeline and stated the next meeting is scheduled for May 31, 2023 at 6:30 p.m. and the Joint Meeting is June 8, 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 wanted to take this opportunity to thank the school committee and the administration for the hard work they have done this year. There have been a lot of trying times, financially, and otherwise, and I think the school committee and the administration deserve a heartfelt thanks from the community. You have done a lot of hard work and it doesn’t go unnoticed. I would also like to thank the librarians and the book review process I believe is fair and balanced. I have complete confidence in that process. If you don’t know, the Mattapoisett school system and the town as a whole has just been voted one of the best places to live by an article in the Boston Globe and large input for that is the school system. I think you guys have done a great job and I hope that you continue to do so with everything that you have at your disposal. I am really grateful to have this school committee and this administration and I am very proud to live in this town. Thank you all. At this time, nearing the elections, it’s time to take the high road and support you in any endeavor that you so may choose.*

**Nicki Damakis from Mattapoisett made the following statement:**

*I want to echo Tom’s sentiments and thank everybody on this committee for the work that you’ve done because this last year has been extremely trying. I want to thank the school committee in this last book review process. When Mr. Monteiro presented the books for review earlier this year, he promised it would be transparent and you would make a decision based on the recommendations of the librarians and then the full school committee. You did that. I think the decision today on the two books that were accepted that Mr. Hardy presented, you were consistent, you relied on*

*recommendations of the professionals, which is what you should do. That's why we have professionals. You have policies and procedures that are in place and you utilized them consistently with no bias. So thank you for that. It gives you credibility. Chairwoman Smith, great job today. I think in this day and age where it is so polarizing, and there are attacks on school committees from all sides, it's important to push back when there are half-truths, lies, propaganda about equity, diversity and inclusion in our school system. The article that was written by a member of our community provided inaccurate information. It is so important for you as the Chairperson to push back on that. I thank you for that, and I thank everybody for their work here. It has been a difficult year. As a member of this community, it means a lot to me. Thank you.*

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

*I echo Nicki's comments and really feel that you have been doing an incredible job. I have come to many of your meetings and been impressed with the dialogue and the respect with which you show each other and the public. It's wonderful to have this opportunity to speak and I do very much appreciate that. I think it's important to look at the dollars that get spent on equity and inclusion for sure and there was a letter written to respond to that. When I did the math, although looking at it a little different way, we spend roughly \$.93 per student. Is that too much or too little, my gut feeling tells me that's too little. It really depends on the outcomes and that's what truly I think we need to continue to work on, are those outcome measures. Look at the incidents, look at satisfaction with results of the surveys, and those kind of things. I was at one of the meetings where a lot of this information was being presented and how you're moving forward in that way, and I'm very impressed with what you are doing. I say during these tough times, you are doing a great job, keep moving ahead in this direction. We are not going to change the world overnight, it's going to take a lot of generations to make a difference but I think we are well underway and I thank all of you for your participation and effort.*

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

*Having written many local oriented grants, state grants, federal grants, I know how much effort goes into that. The fact that you have been able to obtain so many is wonderful. I did hear tonight that you really don't have a grant writer. For everybody to have to pull together, to pull grants together, is incredible. Having gone to many of the subcommittees, both policy and equity, looking specifically at how the diversity, equity and inclusion grants have been implemented is really impressive because it takes those little steps, and many little steps, to move things forward. If I could say anything, not just in appreciation of all that you have done which other people have said, but if there is any opportunity to really be able to hire even a part-time grant writer, you would make a return on your investment, and would really be able to move things forward even more. I certainly appreciate the fact that you brought in a social worker to be part of the community. I think addressing the emotional and questioning concerns that the students have is really important. And I think skilled social workers are the kinds of people who can help students move forward in their lives which can be very complicated. I think balancing all of this is really important. You guys have done a great job. Thank you very much.*

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

*I wrote a letter so that the school committee can hear my concerns. Equity and inclusion is fostered in our educational system but I have a concern with Mr. Andree's 8<sup>th</sup> grade English classroom. Flags and posters that really promote a political stance and certain ideology. It doesn't represent everyone; it doesn't represent all kinds of taxpayers. It is advocating a particular viewpoint and there is a certain captive audience there and it can influence them. These messages, there is a conflict of interest law, that states public employees cannot use a public position to engage in political activity. My question is, if these flags are allowed, where is the nuclear family flag to be equitable and inclusive, and non-discriminatory. Even better yet, the only flag really should be the American flag which encourages all human and civil rights. Then to move on to something else. There have been public school employees that sometimes, you know, social media has good and has bad, will spread hate speech. This same man, this same teacher, has promoted it. He said a school committee member is unhinged and out of touch. I*

*think everyone should work together as a team, all of you. Many kudos to you here, so everybody should be working as team. Most recently, and I am going to quote him, he spoke of book banning bigots, well I guess there are some more in here, nothing will appease them, nothing short of rewriting history will make them happy. So f\*them, make them miserable. This is a threatening remark. Who is going to be made miserable? Is it the students? Could it be the parents that have a difference of opinion? The community demands, who is going to be made miserable? I want to know who them is. Will a student's grade be effected just because there is a difference of opinion? Shouldn't a teacher just be neutral. We can't all agree on everything; I agree with that. But can't we respect all viewpoints? He's a public figure. People look up to him.*

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

*I am a bulldog mom. I have four children, one is a junior and three have graduated from Old Rochester. They had a very good experience here and I think you guys do a lot of good things. Recently I was laid off from work so I was thrown into this political school committee campaign to help a friend out. Caroline, when we first came to Mattapoisett, she was five years old and I was looking for a preschool. She had a very good experience there so I have been friends with the Reilly's for a very long time. I have been out in the community door knocking and talking to members of the community. I just want to say out of respect for Mr. Devoll and Mr. Nelson, that I think very highly of, there's a lot of concern with parents of younger children and some in junior high that are considering whether their child should go to Old Colony, Bishop Stang or ORR. They have been asking my experience and of course I would tell them that I had a good experience but we are dealing with something going on in the community. The way the majority of people look at it, it's very asymmetrical right now. I also teach at an empowerment program in Pembroke. We have a lot of LGBTQ children as opposed to you know your kind of normal kids or I don't know how you would quantify them these days. Their parents are very concerned because they are I guess swayed by teachers in their school district, which is why they send them to programs like us because what we teach these kids is that you made a decision of who you are and you just need to stand up and own it. You are not a victim. You're a human being. You are just like this person and that person and this is how you own it; this is how you get strong. This is how you are successful in life, this is how you public speak to people, this is how you advocate for yourself. I feel like based on the way the school committee speaks to the public sometimes, you know 3 seconds or 1 second, it's just, it's very abrupt and doesn't seem like all our voices are being heard. I think a lot of people in the community are very concerned. I wanted to express that to you all and it's something you need to really talk about. It's very concerning about Mr. Andree. Caroline also had a classmate and he encouraged the child to come out as a transgender. Caroline said I will never forget that because he opened that child up to ridicule by the students. The child was not prepared to deal with that. He was encouraged to be who they really are which I admire but there is another side to that. I think things need to be talked about and both sides of the community need to be heard.*

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

*I am here speaking tonight to request that the district consider sharing benchmark and assessment results to the caregivers in a way determined by the district to be best practice, for example three times a year. The sharing of this information would remove the element of surprise when I caregiver is informed and provided access to information for the first time when the learning difference is apparent and action must be taken. Evidence based best practice in teaching children reading shows that it is vital that caregivers, educators and all members of the child's teaching team need to have a shared knowledge and understanding of the child's current level of performance. In order to do this, everyone must have access to screening data, showing the level of risk the child has for learning differences. This report should be in writing, mailed to the caregiver and include details of what is the screener tool used and how the child performed on it. If for example, Aimsweb has a caregiver friendly report, the district office could mail them to all the caregivers so they know how their child performed on it and also if the child is at risk for a learning difference. ORR supports many learners with learning differences. Learning differences create disparity in academic achievement for students, particularly our most vulnerable learners. ORR*

*and the entire district should embrace a proactive approach and provide universal access to the screening data on their child to caregivers and set cadence that caregivers can anticipate receipt of. Universal screening and sharing data to caregivers is one step ORR and the entire district can take to be more equitable. My niece is a senior at ORR. She absolutely loved Mr. Andree. He made a huge difference in her life.*

Motion to adjourn at 7:58 p.m.

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Chisholm

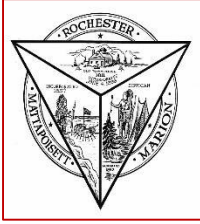
ROLL CALL VOTE:

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

Respectfully Submitted,

Melissa Wilcox

Recording Secretary



**Old Rochester Regional School Committee  
Communications Subcommittee Meeting Minutes**

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*May 15, 2023 AT 1:00 p.m.*

Superintendent's Conference Room  
133 Marion Road, Mattapoisett, MA 02739

**SCHOOL COMMITTEE MEMBERS PRESENT:** Rosemary Bowman (remote) and Joseph Pires (remote).

**SCHOOL COMMITTEE MEMBERS ABSENT:** Michelle Smith

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (remote) and Melissa Wilcox, Executive Assistant to the Superintendent (remote).

Meeting called to order at 1:06pm by Joseph Pires.

**The following agenda items were addressed:**

**I. Status of School Committee Social Media Account(s)**

**II. Status of Communications Subcommittee**

Superintendent Nelson provided a quick overview of the agenda items and recapped recent conversations at the ORR School Committee meetings for this subcommittee to discuss if they want to keep and maintain the ORR School Committee Facebook page, what information would be posted, by who and who would have access as a page administrator. He also discussed conversations on the necessity of the Communications Subcommittee.

**School Committee Feedback:**

Ms. Bowman agreed with Superintendent Nelson's remarks regarding previous conversations and for this subcommittee to make a recommendation and bring it to the ORR School Committee for approval.

Mr. Pires agreed and informed the subcommittee that he and Heather Burke started this to allow for positive communications to be pushed out to the community about six years ago when he became a school committee member. He thinks social media can be easier for busy parents. During the pandemic, this subcommittee wasn't a priority and he questioned if it was viable or should continue at this time. Based on parent feedback he recently received he thinks there is still room for improvement.

Ms. Bowman discussed that over the last six years, communication has certainly evolved in the District and having one voice would be beneficial.

Mr. Pires stated he also sees improvement with more emails through the Superintendent's Office with this administration.

Ms. Bowman asked Superintendent Nelson what he thinks would be best as communication has changed over the last six years.

Superintendent Nelson informed the subcommittee that he believes spreading good news should fall back on the school staff and maybe individual school committee members could share information on their personal pages.

Mr. Pires stated the high school does a great job promoting accolades and he would like to see more academic accolades promoted as well. Agendas can be shared on the school pages with links back to drive

traffic to the website. He would also like to share minutes, what each subcommittee is working on and outcomes.

Ms. Bowman said that the school committee could vote on items to be shared.

Mr. Pires likes having a place like Facebook where parents can comment.

Ms. Bowman would rather people come to the meetings to show support or express opinions.

Superintendent Nelson informed the subcommittee that in the new strategic plan there will likely be a communication item and a formal, comprehensive process and procedures to help with communication throughout the district. He also mentioned the website is being revamped and will be easier to navigate for school committee information and other items.

Mr. Pires wants to have consistency through the schools and protect the brand which is the school system.

**Motion to discontinue the Communications Subcommittee and ORR School Committee Facebook page effective immediately by Joseph Pires**

**Motion Seconded by Rosemary Bowman**

**Motion Carries**

Roll Call: Joseph Pires (yes) and Rosemary Bowman(yes)

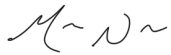
**Motion to adjourn the meeting at 1:44pm by Joseph Pires**

**Motion Seconded by Rosemary Bowman**

**Motion Carries**

Roll Call: Joseph Pires (yes) and Rosemary Bowman(yes)

Respectfully submitted,



Michael S. Nelson, Superintendent



# **Old Rochester Regional High School**

## **PROPOSED HANDBOOK REVISIONS 2023-2024**

### **DISTRIBUTION OF SCHOOL PROPERTY**

Beginning with the 2022-23 school year, all incoming grade 9 students will be issued a device and will be expected to use it for schoolwork.

### **ELECTRONIC MEDIA AND COMMUNICATION DEVICES**

Students will adhere to the following guidelines:

-Earbuds are prohibited in hallways and bathrooms ~~and the cafeteria~~ at all times. It is a reasonable request of a staff member to ask a student to remove earbuds.

### **REPORTING TO SCHOOL**

Students may enter the school building no earlier than 7:00 a.m. All students who arrive between 7:00 a.m. and 7:20 a.m. will report to the cafeteria. No hallway use by students is allowed before 7:20 a.m., other than the direct route to the cafeteria.

### **TARDY TO SCHOOL**

- After two tardies (arrival within the first half of the class) to a class/block, one class absence will be documented in PowerSchool.
- After three morning (block 1) tardies to school per term, students will be assigned a Saturday detention.
- Upon a 4th tardy per term, students will lose driving privileges for the remainder of the term. For non-drivers, a parent meeting will be scheduled. In addition, community service or another appropriate Category Three consequence will be assigned.

### **ATHLETICS**

Students must check into the front office by 8:00 a.m. and stay for the remainder of the day in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive on time by 8:30 a.m. in order to participate.

### **ATTENDANCE POLICY**

Excusal notes must be submitted to the main office upon the student's return to school.

Students must check into the front office by 8:00 a.m. and stay for the remainder of the day in order to be eligible to participate in extracurricular activities that day. On a delayed start day, students must arrive on time by 8:30 a.m. in order to participate.

*In a **year-long course**, the following will apply for class credit:*

- Upon the 5th unexcused absence, the student will receive an attendance warning letter.

- Upon the 9th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

In a **half-year course**, the following will apply for class credit:

- Upon the 3rd unexcused absence, the student will receive an attendance warning letter.
- Upon the 5th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

### **Home or Hospital Care**

In a **year-long course**, the following will apply for class credit:

- Upon the 3rd unexcused absence, the student will receive an attendance warning letter.
- Upon the 6th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

In a **half-year course**, the following will apply for class credit:

- Upon the 2nd unexcused absence, the student will receive an attendance warning letter.
- Upon the 4th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

## **GRADUATION REQUIREMENTS**

<b>The following courses are graduation requirements</b>	
<b>English</b>	<b>Math</b>
English 9 English 10 English 11 English 12	Four years of high school math including Algebra 1  Please note: math classes completed prior to high school will not satisfy this requirement
<b>Social Studies</b>	<b>Science</b>
World History US History I US History II	Two lab sciences including Biology
<b>Health Education</b>	<b>Physical Education</b>
1 full year	4 years or 2 years with a waiver*
<b>The Arts</b>	
1 full year or 2 half years	

## **DUAL ENROLLMENT**

Should students wish to have the class appear on their high school transcript, prior course approval must be received from the Standing Committee on Graduation Requirements before enrollment in the course. Old Rochester Regional High School is not responsible for providing academic support for classes taken through Dual Enrollment.

Dual Enrollment classes are included in GPA at the weight of an Advanced Placement course, but not included in class rank. The grade earned in the Dual Enrollment class will be reflected on the high school transcript.

## **PRINCIPAL'S HONOR ROLL**

The Principal's Honor Roll is based on accomplishments during a single term only, not an entire year. A student must be passing a minimum of 6 credit earning classes in order to be eligible.

## **MAKE-UP WORK – SICKNESS**

- ~~- A student who is absent for 10 consecutive school days because of protracted illness may be eligible to participate in a tutorial program at home or in the hospital. If a physician asserts that a student is able to do schoolwork, parent/guardian/caregiver(s) should contact the guidance department who will make the necessary arrangements.~~
- Upon receipt of a physician's written order verifying that any student enrolled in a public school must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period not less than fourteen school days in any school year, a student is eligible to receive educational services in that setting, temporarily, from the Old Rochester Regional School District.
- ~~- Requests from parent/guardian/caregiver(s) to teacher for make-up work will only be honored if the student is to be absent for more than three consecutive school days.~~

## **BULLDOG BLOCK** (new section)

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

- Bulldog Block time is academic time.
- Bulldog Block meets every day for 40 minutes.
- Day 1 of the academic week is a planning day with Bulldog Block mentors and students jointly determining the schedule for the remainder of the week.
- The remaining days of the academic week are intervention, support, enrichment or extension days.
- Academic teachers will "pre-schedule" students for Bulldog Block as soon as they notice students struggling in their class. Students prescheduled will be referred to as "Teacher Requested"

- Teacher requested interventions will, without exception, take priority over student preferences for interventions, supports, enrichments or extensions. Mentors and other academic teachers are unable to override pre-scheduled interventions.

### ***Student Responsibilities in Bulldog Block:***

- Students are to report to their Mentors on the first day of each week and will remain there for the duration of the block.
- When students are absent for Mentor Day, they are to report to their mentor for Bulldog Block on the day they return.
- In the days following Mentor Day, students are to report to their assigned locations. Students are only allowed to leave their assigned location with an authorized hallway pass.
- Students not reporting to their assigned location:
  - *1st Offense:* Student will be assigned to their mentor for the following week.
  - *2nd Offense:* Student will be assigned to their mentor for the following week and assigned a Saturday detention.

## **SENIOR PRIVILEGES**

To be eligible for senior privileges starting the second quarter of senior year, a student must have...

## **SOCIAL ACTIVITIES**

### ***Senior Prom***

- Underclassmen attending the senior prom must be in school by 8:00 a.m. the day of the event and stay for three (3) entire class blocks.
- All prom attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances.

### ***School Dances***

The following rules apply to all school-sponsored dances:

- ~~All students must take and pass a Passive Breathalyzer Test in order to gain admittance into the dance.~~
- All school dance attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances.

- ~~Dance tickets for students and their guests must be purchased by noon on the day of the dance.~~ If fewer than 100 tickets are sold, the dance will be canceled and refunds will be issued. No refunds will be issued for unused tickets and no tickets will be sold at the door.
- ~~Backpacks, book bags, gym bags or the like are to be left in a designated area until the conclusion of the dance.~~
- ~~On the day of the Junior Semi-formal Dance, students are required to remain in school for the entire school day to be eligible to attend the Junior Semi-formal Dance and the after party.~~

## **VISITORS**

Outside food deliveries to students are not allowed during the school day under any circumstances.

## DONATION APPROVAL

The Old Rochester Regional Jr. High School would like the ORR School Committee to approve a monetary donation in the amount of \$250.00 from the Marion Garden Center. These funds will cover the cost for our “outside” courtyard classroom – specifically for soil, flowers and fertilizer for the flower pots located in the courtyard area.

**ORR Tri-Town Education Foundation Lighthouse Fund Grant Submissions - 2023-2024 Funding Cycle**

**Distribution Committee Recommendations 2023-2024**

**Recommended Funds to Be Distributed = \$4916.99**

**2023 Lighthouse Fund Reviewers**

Paula Meere, Co-Chair, Distribution Committee

Barbara Moody, Co-Chair, Distribution Committee

Kathy Eklund

Jane Taylor

Sharon Hartley

<p>2023-01</p> <p>Students will make an arcade cabinet which can display a variety of games. Students will learn about different programs, file formats, techniques both physical and software related as well as operate a laser cutter/engraver, a CNC machine, and be able to program a micro computer. Projects will be displayed at a STEAM event</p>	<p>Physical Computing Displays at ORRJHS STEAM Night</p>	<p>Brian Almeida ORRJHS <a href="mailto:brianalmeida@oldrochester.org">brianalmeida@oldrochester.org</a></p>	<p>Curriculum Enrichment</p> <p>Faculty-Mentored Student Project</p> <p>Collaborative Intra-School</p>	<p>\$1916.99</p>	<p>20 students 3 faculty</p> <p>1. Brian Almeida: Engineering Hardware/ Primary Mentor</p> <p>2. Therese Valente: Computer Science/Software</p> <p>3. Meg Bodeau: Art and Design</p>	<p>\$1916.99 Full Funding</p> <p><b>Comments:</b> This proposal is well articulated, is a creative initiative and has the potential to increase student knowledge about physical computing and inspire students to create displays that inform other students as well as teachers and community members. A sustainable project that we hope moves forward into the HS and elementary schools.</p>
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<p><b>2023-02</b></p> <p>This project is to have our musicians make deep connections with a piece of music written exclusively for them by an internationally renowned composer, Haley Woodrow, while becoming more familiar with the compositional process. When students around the world learn and perform this piece in the future, their sheet music will have the words: “For the Old Rochester Regional School District with funding support from the Old Rochester Tri-town Education Foundation Lighthouse Fund, 2023-2024.”</p>	<p>New Music to Our Ears: An Original Composition Project</p>	<p>Richard Laprise ORRJHS <a href="mailto:richardlaprise@oldrochester.org">richardlaprise@oldrochester.org</a></p>	<p>Curriculum Enrichment Collaborative Inter-School/Cross Curriculum</p>	<p>\$ 2,000.00</p> <p>Partial Funding by collaborating with Patrick Munson, Belfast ME, HS Band.</p>	<p>240 students 4 faculty:</p> <ol style="list-style-type: none"> <li>1. Brent Alger, OHS</li> <li>2. Hannah Moore, Sippican</li> <li>3. Kaitlyn Laprise, RMS</li> <li>4. Richard Laprise ORRJHS</li> </ol> <p>Music teacher and students in Belfast, ME</p>	<p>\$2000 Full Funding</p> <p>This project has the capability to extend the scope of the programs that we have funded previously. The collaboration with the music teachers from the elementary, JHS, and the school in Maine is commendable. Mr. Laprise has been awarded past grants and always acknowledges the TTEF on concert programs and on the stage.</p>
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<p>2023-04</p> <p>In 2017, the OR-RHS Commons Makerspace began with a Lighthouse Grant. I am reapplying to add some more equipment including a button maker machine and a faster 3-D printer, as requested by students for clubs, athletics, and advertising school related activities. Buttons would also be created for personal creativity including student artists who want to print and wear their art.</p>	<p>ORRHS Library Commons Makerspace</p>	<p>Allison Barker  <a href="mailto:allisonbarker@oldrochester.org">allisonbarker@oldrochester.org</a></p>	<p>Curriculum Enrichment</p>	<p>\$1,000.00</p>	<p>HS students HS staff</p>	<p>\$1,000 Full Funding</p> <p>Comments: This applicant was thorough in her overall goal and expectations. Clarity was requested re: the reason for the buttons: what would be created and how would they be used. Ms. Barker fully explained these details. Students will be monitored and follow current makerspace guidelines. The librarian reserves the right to decline a project.</p>
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## Fwd: Donation Request

Michael Devoll <>  
To: Melissa Wilcox <>

Thu, May 25, 2023 at 7:43 AM

FOR the next School Committee Agenda:

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

From: **Daniel Kuncik** <>  
Date: Thu, May 25, 2023 at 7:42 AM  
Subject: Donation Request  
To: Michael Devoll <>

Mike,

Here is the official request to accept a donation:

Glenn Volkema, who is a technician in the physics department at Umass Dartmouth and a parent of an incoming freshman, wants to donate the following used equipment that Umass Dartmouth no longer needs:

QTY 3 - [PASCO Roller Coaster Kit](#) - ME-9812 (\$1,429/ea)  
QTY - 6 - [Vernier LabQuest Mini](#) - LQ-MINI (\$189/ea)  
QTY - 9 - [Vernier Photogate](#) - VPG-BTD (\$55/ea)

Let me know if there are any questions.  
I believe the next School Committee meeting is June 21st, is that correct?

-Daniel

--

Michael Cabot Devoll  
Principal  
(he/him)  
Old Rochester High School

[135 Marion Road](#)  
Mattapoisett, MA  
[hs.oldrochester.org](https://hs.oldrochester.org)  
(508) 758-3745

Serving the Communities of Marion, Mattapoisett, and Rochester  
*Home of the Bulldogs*

[facebook.com/ORRHS](https://facebook.com/ORRHS)  
[twitter.com/ORRBulldogs](https://twitter.com/ORRBulldogs)  
[instagram.com/orrbulldogs](https://instagram.com/orrbulldogs)





IDEAS ▾

PRODUCTS ▾

EDUCATOR TRAINING ▾

THE CALIPER ▾



# LabQuest Mini

Home > Interfaces > LabQuest Mini



## LabQuest Mini

\$189.00

LabQuest Mini (Model 2) is a powerful, affordable, and easy-to-use sensor interface for data collection on a computer or a Chromebook.

**ORDER CODE:** LQ-MINI

-

1

+

ADD TO CART

Education Levels

- HIGH SCHOOL
- COLLEGE

Categories

- INTERFACES

Description

Specifications

What's Included

Accessories

Software

Compatible Sensors

Support

LabQuest Mini (Model 2) brings the power of our award-winning LabQuest technology to teachers who don't need the versatility of a standalone device. The perfect solution for educators collecting data with a Windows or Macintosh computer or a Chromebook, LabQuest Mini works with **Graphical Analysis** or **Logger Pro 3** software for unparalleled power, analysis, and curricular support.

Key Features

- 100 kHz maximum sampling rate gives you the unrivaled power of our **LabQuest 3** interface.
- Five sensor ports give you the flexibility to choose from over 70 compatible sensors.



IDEAS ▾

PRODUCTS ▾

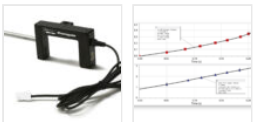
EDUCATOR TRAINING ▾

THE CALIPER ▾



# Photogate

Home > Sensors > Photogates > Photogate



## Photogate

\$55.00

Use the Photogate to study free fall, rolling objects, collisions, and pendulums.

ORDER CODE: VPG-BTD

-

1

+

ADD TO CART

Education Levels

- HIGH SCHOOL
- COLLEGE

Subjects

- ENGINEERING
- PHYSICAL SCIENCE
- PHYSICS

Categories

- PHOTOGATES
- SENSORS

Description

Specifications

Experiments

Requirements

What's Included

Accessories

Support

Photogates allow for extremely accurate timing of events within physics experiments, for studying free fall, air track collisions, pendulum periods, the speed of a rolling object, among other things. The Vernier Photogate includes an accessory rod for mounting to a ring stand.

The gate has an input port so multiple gates can be connected in a daisy-chain configuration with up to four gates going to a single interface channel.

The laser gate mode requires the addition of a common pen laser, which is directed into the laser port. The laser may be some distance from the gate, so that you can measure the speed of larger objects such as a rocket, model car, or even a real automobile.

Home / Products / Lab Apparatus / Mechanics / Rollercoasters & Hovercraft

# Roller Coaster Complete System • ME-9812

PASCO EXCLUSIVE



U.S. Educator Price

**\$1,429**

QTY:

[Add to Cart](#)



This unique system allows quantitative study of energy and motion.

## WHAT'S INCLUDED

See the [Product Description](#) for this item's included accessories.

## WHAT TO CONSIDER

See the [Buying Guide](#) for this item's required, recommended, and additional accessories.

[DESCRIPTION](#) ▶

[BUYING GUIDE](#) ▶

[DOCUMENTS](#) ▶

## Product Summary

The PASCO Roller Coaster Complete System makes it easy for students to set up any number of track configurations as well as get quantitative measurements.

Using the rigid support pegs and the white board support panels (use a dry erase pen to make notes or calculations right on the panels) the track can be setup quickly and easily and in a variety of manners.

Photogates can be added at many positions around the track to measure the low friction Mini Car's velocity. Create a simple incline to measure constant acceleration, a traditional coaster for conservation of energy, a loop for centripetal acceleration or even a brachistochrone to show that the car following that path will take less time than the straight line path.

## Features

**Support Panels:** Have a variety of track configuration holes predrilled for easy student assembly. Feature a dry erase surface so calculations can be performed at the point of interest on the track.

**Mini Cars:** Feature low-friction ball bearings and ABS construction to withstand repeated impacts. One red, one yellow and one green Mini Car included. Each car includes a slot for a supplied photogate flag, cup/mass holder and cup. The body of the car extends just far enough below the wheels to protect them should the car leave the track.

**Ballast Mass:** Can be added to the mass tray of a Mini Car or hidden under a Mini Car to increase the energy without changing the car's appearance.



[Path of Least Time and Brachistochrone with the PASCO Roller Coaster Complete System \(ME-9812\)](#)





Melissa Wilcox &lt;melissawilcox@oldrochester.org&gt;

**Felix Ever After and Push**

1 message

**KAREN THOMAS**

Tue, Apr 25, 2023 at 1:52 PM

To: "michellesmith@oldrochester.org" &lt;michellesmith@oldrochester.org&gt;

Cc: "mikenelson@oldrochester.org" &lt;mikenelson@oldrochester.org&gt;, Melissa Wilcox &lt;melissawilcox@oldrochester.org&gt;, KAREN THOMAS

t&gt;

Ms. Smith,

I had asked for a review of 2 books that are currently in the ORRHS library, **Felix Ever After** and **Push** and was directed to follow the District Procedures **IJ-R- Reconsideration of Instructional Resources**. As per the procedure I met with Principal Devoll and the Standards Committee after completing the required citizen request for review of a book. I have forwarded you the outcome of the review completed by the Standards Committee.

As per policy I appealed the decision to the Superintendent of Schools, Mr. Nelson, for consideration and met with him. This is the outcome of that meeting:

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, *Felix Ever After*, and to keep the book, *Push*, 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.

As per policy I would like to proceed to the next step which is to appeal it to the School Committee where they will hear my questions, review previous proceedings and render a decision at that time.

I would to discuss my concerns with these books in the school library. I still have questions as to how these books have benefit in a school library. I do understand there was a method used to evaluate the books but I do have concerns about sexually explicit content, incest, molestation, and that the books are minor restricted.

Are these books developmentally and age appropriate for children and how do they support curricular and personal information needs? Do they include quality materials suitable for educational goals?

I would like this to be placed on the agenda in May to give all members an opportunity to read the books and review all information previously discussed. I look forward to hearing back from you about this very important matter.

Thank-you,  
Karen Thomas



---

## Superintendent's Decision: Felix Ever After

---

Michael S. Nelson <mikenelson@oldrochester.org>  
To: Karen Thomas <

Mon, Apr 24, 2023 at 11:13 AM

Dear Ms. Thomas,

As you know, the District received your Citizen's Request for Review of a Book of Curriculum Material form related to the book *Felix Ever After*, by Kacen Callender. 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 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, *Felix Ever After*, 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~".

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

**#WEareOR**





**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**

Title	Felix Ever After
Author/Producer	Kacen Callender

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)

**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 Lists: 2021
- YALSA Best Fiction for Young Adults 2021
- 2021 YALSA Quick Picks for Reluctant Young Adult Readers: 2021
- Time Magazine's The 100 Best YA Books of All Time
- Booklist Editors' Choice: Books for Youth: Selection, 2020
- Read for Empathy Collections: Selection, 2022
- Stonewall Children's and Young Adult Literature Award: Honor, 2021
- Best Fiction for Young Adults: Selection, 2021
- Goodreads Choice Award for Young Adult Fiction: Nominee 2020

**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 8-12 /\* Starred Review \*/ Seventeen-year-old Felix is Black, queer, and trans. He's had a rough start to the new semester, between feeling neglected by his best friend and being targeted by a transphobic bully who has deadnamed him and hung up old photos from his childhood in the lobby of the school for all to see. In the process of pursuing revenge, Felix also questions whether or not he feels comfortable identifying as a boy, searching for a label that better suits him. And to top it all off, he's still processing feelings of abandonment from when his mother left him and his father. With each passing day, Felix makes new discoveries about himself—finding the descriptor demiboy is a game-changer, for instance—and the people closest to him, including one or two he never thought he'd ever get close to. Callender (*This Is Kind of an Epic Love Story*, 2018) populates Felix's world with a cast of queer, trans, and racially diverse individuals, genuinely reflecting the lives of many who work hard to build a supportive chosen family. From its stunning cover art to the rich, messy, nuanced narrative at its heart, this is an unforgettable story of friendship, heartbreak, forgiveness, and self-discovery, crafted by an author whose obvious respect for teen readers radiates from every page. -- Rob Bittner (Reviewed 5/15/2020) (Booklist, vol 116, number 18, p48)

School Library Journal /\* Starred Review \*/ Gr 9 Up—Black, queer, and trans Felix explores love, friendship, and possibly retribution in this powerful #OwnVoices story of identity and self-worth. Seventeen-year-old Felix Love hopes the summer art program he's attending will help raise his grades and increase his chances of getting a full scholarship to attend Brown. Surrounded by a diverse and mostly queer group of artist friends, Felix navigates complicated relationships, including transphobia and harassment from his own friends, from his loving but still learning father, and from an anonymous bully. Bent on revenge, Felix begins catfishing his top suspect, only to encounter some uncomfortable and surprising revelations about not just his potential tormentor, but his own feelings. Coping with the abandonment of his mother and feeling like he isn't worthy of love, Felix also grapples with the unsettling feeling that his identity still isn't the best fit. It's only after a lot of research that he discovers the label "demiboy" and begins to feel a sense of comfort that extends to how he works through and untangles his various complex relationships, both romantic and platonic. Immensely readable, the narration and the dialogue are honest, smart, and at times, biting and vicious. Felix and friends are complicated characters, constantly fighting, messing up, and making up. Felix is achingly relatable, both vulnerable and guarded, often on the sidelines but wanting so much more. His explorations address privilege, marginalization, and intersectionality while he learns about what and who get to define a person. VERDICT Full of warmth, love, and support, this is an important story and an essential purchase.—Amanda MacGregor, Parkview Elementary School, Rosemount, MN --Amanda MacGregor (Reviewed 03/01/2020) (School Library Journal, vol 66, issue 3, p115)

Publishers Weekly /\* Starred Review \*/ Black trans artist Felix Love, 17, has never been in love. His mostly supportive single father still struggles to call him by his name and pronouns, and Felix is convinced that nobody except his ride-or-die bestie, wealthy Ezra Patel, can appreciate him for who he is. Felix is attending an ultracompetitive arts summer program to have a better shot at a full scholarship to Brown when someone posts Felix's dead name beside photos of him, pre-transition, in the school's lobby. As Ezra begins dating a new guy and the competition for Brown heats up, Felix's plot to get revenge throws him onto the path



of love and self-discovery—concepts he’s been anxious about for as long as he can remember. Callender (King and the Dragonflies) excels, producing an exhilarating cast of queer characters, many of whom are people of color, who are as relatable as they are realistic, and a whodunit that will keep readers guessing to the last twist. Protagonist Felix is like the story itself—boldly empathic, hopeful, and full of love. This top-notch depiction of a messy, complicated, romantic young artist navigating the bumpy road to self-love and self-determination sticks its landing at every turn. Ages 14–up. Agent: Beth Phelan, Gallt & Zacker Literary. (May) --Staff (Reviewed 03/30/2020) (Publishers Weekly, vol 267, issue 13, p)

Kirkus / Jealousies and deceit resolve into affirmation and artistic self-love. Seventeen-year-old black trans boy narrator Felix Love wants romance but lacks self-understanding. No longer a girl, he thinks “boy” doesn’t always fit either. Felix’s dad deadnames him despite supporting his top surgery and hormone therapy, and he hates his mom for leaving when he was 10. Felix’s self-image shatters when his pre-transition photos and name appear in the school gallery—followed by relentless transphobic texts. A talented visual artist, Felix dreams of an art scholarship to Brown. His uber-rich, down-to-earth best friend, Ezra Patel, helps him navigate contentious relationships at their private art school’s summer intensive and shares copious pot and booze with Felix. But this friendship falters when Ezra starts dating Austin, and Felix thinks he likes Declan—Ezra’s ex and Felix’s rival for the art scholarship. Felix’s ethnicity seems to have no cultural richness, surfacing primarily when he’s being marginalized for his race, poverty, and gender. Keeping up with his devastating episodes of self-doubt and anxiety along with the story’s complicated plot details make this an exhausting read, and although Felix ultimately overcomes some oppressive transphobia, the barrage of blatant ignorance and bigotry he faces might haunt readers despite the book’s ebullient ending. A trauma- and drama-filled demiboy’s story that’s not for the faint of heart. (author’s note, resources) (Fiction. 14-18) (Kirkus Reviews, May 1, 2020)

Horn Book / At seventeen, Felix Love feels marginalized as a Black teen, an aspiring artist, and a trans male. His mom left the family when he was ten, and although his dad tries hard to be supportive, he still calls Felix by his deadname and struggles to understand his child. Felix is attending his prestigious prep school’s summer program to better his chances of winning a coveted art scholarship to Brown University, but he has difficulty focusing on his all-important portfolio. When someone hacks archived pre-transition images of him from Instagram and mounts them in the school’s gallery, Felix’s already fragile self-image is shaken to the core. His initial thirst for revenge leads him to dig deep, open himself to others, and learn to accept and affirm who he really is as a person (a demiboy) and an artist. Meanwhile, his safe friendship with classmate Ezra Patel becomes a source of conflict -- and then a new relationship altogether. The writing is smart and engaging, and #OwnVoices author Callender includes sound information and responsible psychological guidance without bogging down the storytelling. Felix does ultimately find love in this sweet and tender trans romance, but his hardest-won victory is in the fight to validate his self-worth. Luann Toth (July/August 2020 p.134)

Additional Review Citations:

- Shelf Awareness 05/22/2020 (EAN 9780062820259, Hardcover)



- Voice of Youth Advocates 06/01/2020 (EAN 9780062820259, Hardcover)
- Hornbook Guide to Children 07/01/2020 (EAN 9780062820259, Hardcover)

Book Accessioned on 10/16/2020\* and another additional copy accessioned on 6/10/2022\*\*

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

\*\*To the HS Library records, this book was donated.

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

The objection to **Felix Ever After** is sexually explicit material on pages 255, 309, and 310. The book should be minor restricted; not for school use. This book is recommended for adults, over the age of 18. At the time of submission, I did not read the entire book, but did end up reading the book prior to meeting with the Standards committee. I read certain pages and the summary. I am aware of booklooks.org reviews/literary criticism of this book. The theme of the book is a trans teenager who is desperate to find and feel love, struggles with identity, and worries he's too complicated to find love. I would like this book withdrawn from all students or kept in a restricted area; must have parental permission to read. I am willing to work with the Librarians to reach a reasonable replacement, discussion of the text and process/policy of its inclusion in the library.

### 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 **Felix Ever After** meets all 10 rubric standards.

Each member of the Standard Committee read **Felix Ever After** in full and met with Ms. Thomas regarding her concerns about the book. Upon review of the book, Ms. Thomas' concerns, and following the policy and Criteria for Selection of Library Materials, the Standards Committee deems this book valuable and beneficial for the students. In this book, there are conversations around sexual activity and consent, but sex did not occur in this book nor did a graphic sex scene. The main character researched how transgender sex would work, but did not engage in sex at all in the book. **Felix Ever After** falls within the developmentally appropriate age group because it provides representation of a transgender individual in the age group of our students and explores their own identity just as all adolescents explore their identities. This book does not condone the acts of drugs or sex, but rather what students think about going through it. Although the main character may not live a traditional lifestyle it does not mean the book is advocating for disrespect to parents or for children to reject a traditional lifestyle. In addition, Felix wants to feel validated by his father and struggles with how he treats his father knowing his support.





## Signature Page

Date reviewed by committee: March 6, 2023 starting at 12:15pm

Standards Committee Members Present:

Ms. Michelle Smith, School Committee Member

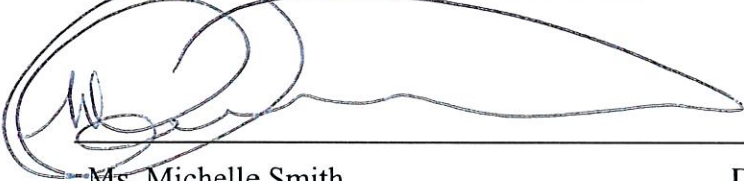
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning

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



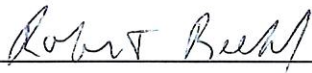
Dr. Shari Fedorowicz  
Assistant Superintendent of Teaching & Learning



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 Karen Colander Type of Material Library Book

Title Heaven Even After

Publisher (if known) \_\_\_\_\_

Request Initiated By Raven Thomas

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

Town Roxbury

Request represents:

☒ Oneself

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

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

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

p. 55 - Sexually explicit p. 309 - Sexually explicit  
p. 310

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

Minor restricted, not for school use

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

Adults, over the age of 18

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

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

What parts? Certain pages & summary

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

Book of rocks. org



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

*A trans Teenager who is desperate to find & feel love.  
Struggles with identity, & when he's too complicated to find  
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

*or keep in restricted area, must have parental permission*

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

*Willing to work with The Librarian to reach a reasonable  
replacement, discussion of the text's merits & pros/cons  
of its inclusion in The library.*

*Karen Thomas*

Signature of Person Requesting Review

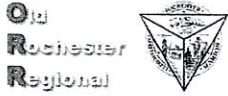
*10-28-12*

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





Melissa Wilcox &lt;melissawilcox@oldrochester.org&gt;

**Felix Ever After and Push**

1 message

**KAREN THOMAS**

Tue, Apr 25, 2023 at 1:52 PM

To: "michellesmith@oldrochester.org" &lt;michellesmith@oldrochester.org&gt;

Cc: "mikenelson@oldrochester.org" &lt;mikenelson@oldrochester.org&gt;, Melissa Wilcox &lt;melissawilcox@oldrochester.org&gt;, KAREN THOMAS

Ms. Smith,

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As per policy I appealed the decision to the Superintendent of Schools, Mr. Nelson, for consideration and met with him. This is the outcome of that meeting:

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, *Felix Ever After*, and to keep the book, *Push*, 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.

As per policy I would like to proceed to the next step which is to appeal it to the School Committee where they will hear my questions, review previous proceedings and render a decision at that time.

I would to discuss my concerns with these books in the school library. I still have questions as to how these books have benefit in a school library. I do understand there was a method used to evaluate the books but I do have concerns about sexually explicit content, incest, molestation, and that the books are minor restricted.

Are these books developmentally and age appropriate for children and how do they support curricular and personal information needs? Do they include quality materials suitable for educational goals?

I would like this to be placed on the agenda in May to give all members an opportunity to read the books and review all information previously discussed. I look forward to hearing back from you about this very important matter.

Thank-you,  
Karen Thomas



---

## Superintendent's Decision: Push

---

Michael S. Nelson <mikenelson@oldrochester.org>  
To: Karen Thomas

Mon, Apr 24, 2023 at 11:13 AM

Dear Ms. Thomas,

As you know, the District received your Citizen's Request for Review of a Book of Curriculum Material form related to the book *Push*, by Sapphire. 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 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, *Push*, 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,

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

**#WEareOR**



**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>	Push
<b>Author/Producer</b>	Sapphire

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

AP English Literature and Composition Text

**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:**

- BCALA Literary Award: First Novelist Category
- Book-of-the-Month Club Stephen Crane Award for First Fiction
- The Black Caucus of the American Library Association's First Novelist Award
- Mind Book of the Year Award (Great Britain)
- Village Voice and Time Out New York as one of the top ten books of 1996
- NAACP Image Award in the category of Outstanding Literary Work of Fiction - Nominated
- New York Public Library Books for the Teen Age, 2002
- New York Public Library Books for the Teen Age, 2004

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.



**Reviews:**

Booklist / Sapphire returns to the themes of incest and child abuse that were a part of her daring *American Dreams* (1984) but with a starkness that is truly horrifying and unforgettable, perhaps because of the horror. Precious Jones lives in a world worse than the one inhabited by the character Celie in *The Color Purple*. She, too, is a victim of abuse. At 16, Precious finds herself pregnant again by her father, untrained, uneducated, and unable to care for herself or her baby. She is astute enough to know that there is a better way to live but is clueless as to how to get there. Fortunately for Precious, she meets a black teacher, Ms. Blue Rain, who pushes her to change with encouragement and inspiration. Ms. Rain challenges Precious to learn to read and write and improve her way of life. In her literacy class, Miss Rain instructs all of her students to maintain a journal; readers experience Precious' transformation in her journal entries. Her development and growth are astonishing in the short period of time we share her writings. *Push* is an intense work, both heartbreaking and frightening. The work is slated for a 150,000-copy first printing, excerpted in the *New Yorker*, and will also be published in England, France, Germany, and other countries. ((Reviewed May 1, 1996)) -- Lillian Lewis

Publisher Weekly / With this much anticipated first novel, told from the point of view of an illiterate, brutalized Harlem teenager, Sapphire (*American Dreams*), a writer affiliated with the Nuyorican poets, charts the psychic damage of the most ghettoized of inner-city inhabitants. Obese, dark-skinned, HIV-positive, bullied by her sexually abusive mother, Clareece, Precious Jones is, at the novel's outset, pregnant for the second time with her father's child. (Precious had her first daughter at 12, named Little Mongo, "short for Mongoloid Down Sinder, which is what she is; sometimes what I feel I is. I feel so stupid sometimes. So ugly, worth nuffin.") Referred to a pilot program by an unusually solicitous principal, Precious comes under the experimental pedagogy of a lesbian miracle worker named, implausibly enough, Blue Rain. Under her angelic mentorship, Precious, who has never before experienced real nurturing, learns to voice her long suppressed feelings in a journal. As her language skills improve, she finds sustenance in writing poetry, in friendships and in support groups—one for "insect" survivors and one for HIV-positive teens. It is here that Sapphire falters, as her slim and harrowing novel, with its references to Harriet Tubman, Langston Hughes and *The Color Purple* (a parallel the author hints at again and again), becomes a conventional, albeit dark and unresolved, allegory about redemption. The ending, composed of excerpts from the journals of Precious's classmates, lends heightened realism and a wider scope to the narrative, but also gives it a quality of incompleteness. Sapphire has created a remarkable heroine in Precious, whose first-person street talk is by turns blisteringly savvy, rawly lyrical, hilariously pig-headed and wrenchingly vulnerable. Yet that voice begs to be heard in a larger novel of more depth and complexity. 150,000 first printing; first serial to the *New Yorker*; audio rights to Random; foreign rights sold to England, France, Germany, Holland, Portugal and Brazil. (June)

Library Journal / Performance poet Sapphire unflinchingly probes the consciousness of an all-too-real teenager from a severely abusive household. *Push* opens to find Precious--fat, unloved, illiterate, deeply confused, routinely raped by her father, and physically and emotionally molested by her mother--enduring her second incestuous pregnancy. Crawling



from self-hatred and violent loneliness to determination and, occasionally, hope, Precious enters a pre-GED program, learns to read, bears her second child, and breaks from her parents, all under the inspiration of Blue Rain, her steadfastly encouraging and apparently tireless new teacher. Precious's name loses its irony but soon takes on a dark new meaning as she learns the extent of her father's abuse. Written as an internal monolog and journal entries by Precious, with her rudimentary spelling skills and abrupt transitions, *Push* is compelling, graphic, and occasionally facile but disturbing and not soon forgotten. Recommended. [Previewed in Prepub Alert, LJ 2/1/96.]--Janet Ingraham, Worthington P.L., Ohio

Kirkus / Poet Sapphire's slim first novel draws on her experience as a performance artist and literacy teacher: She tells her sad but sentimentally uplifting story in the voice of a 17-year-old illiterate from Harlem, and the result is more sociological (in the Ricki Lake mold) than literary. Clareece Precious Jones is a study in abuse. Continually raped by her father since the age of five, she's now pregnant for the second time with his baby, the first having been born with Down's syndrome when Precious was 12. Meantime, her mother is no help, calling the overweight girl a "fat cunt bucket slut," beating her at will, and satisfying her own bizarre sexual needs from her daughter. Schools have also all failed her; teachers find her "uncooperative," and she considers her last a "retarded hoe." Finally, Precious enrolls in a Harlem alternative school where she begins the tough climb out of illiteracy. No longer dreaming impossible ideas about rappers and movie star fame, she joins six others in a basic-skills class run by Blue Rain, a self-proclaimed lesbian who isn't afraid to editorialize in class. In short order, Precious discovers the joys of the alphabet and journal-writing, the pleasures of owning books and composing poetry. Although she raises herself to a seventh-grade level by narrative's end, she also finds out she's HIV positive. All of this is transcribed in a phonetic spelling that's supposed to reflect Precious's actual abilities, but seems condescending--and woefully unauthentic--since Sapphire often loses control of the voice. The homage to *The Color Purple* ("One thing I say about Farrakhan and Alice Walker they help me like being black") highlights Sapphire's commercial aspirations, as well as, by contrast, her technical inadequacies. A maudlin (at times pornographic) advertisement for the power of literacy and the value of recovery groups. (Kirkus Reviews, May 15, 1996)

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 *Push* is pages 16, 20, 21, 22, 25, 32, 35, 37, 45, 47, 48, 49, 50, 53, 55, 72, 73, 74, 77, 78, 79, 84, 85, 89, 90, 91, 93, 97, 101, 102, 103, 112, 118, 120, 122, 126, 127, 128, 130, 131, 132, 133, 145, 147, 150, 152, 163, 166, 169, 170, 173, 176, 178, 179, 182, 184, 185, 186, 188, 189, 190, 199, 211, 229, 230, 235. This book has very aberrant content, incest and molestation, not for minors, and not for school use. This book is recommended for adults, over the age of 18. 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 several pages and the summary. I am aware of booklooks.org reviews/literary criticism of this book. The theme of



the book is a heavily sexually abused teenager's life. Circumstances change when a new mentor teaches her. I would like this book withdrawn from all students as it has self harm, excessive profanity and violence. I am willing to work with the Librarians to reach a reasonable replacement, discussion of the text and process/policy of its inclusion in the library.

#### 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 **Push** meets all 10 rubric standards.

Each member of the Standard Committee read **Push** in full and met with Ms. Thomas regarding her concerns about the book. Upon review of the book, Ms. Thomas' 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 is on the recommended list of AP Literature to read. The entire book is not sexual in nature as a whole, but rather depicts abuse in a negative light and provides an opportunity to provide assistance to the reader to protect themselves.

Although this is fictional, the topic or subject in the book provides real-life incidents that students may be dealing with in their personal lives and this book provides empathy and a resource to help the reader deal with the issue. In addition, this book provides exposure for individuals that may not have necessarily gone through abuse themselves, but may know someone who has been abused and/or provide empathy for the person and situation.

The Committee recognizes that profanity may exist or provide an uncomfortable topic, however the incidences within the entire book are not all obscene.

Policies are followed by the school district and should a parent not want their parent to read a particular book, they can allow their student not to check out the book. **Push** 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 **Push** 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.

✓  
SF

RS  
BB

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).

✓  
SF

RB  
AD

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.

✓  
SF

RB  
AD

MO

4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.

✓  
SF

RB  
AD

MO

5. Library material shall meet the curriculum needs of students and staff.

✓  
SF

RB  
AD

MO

6. Physical format of library material shall be suitable for their intended use.

✓  
SF

RB  
AD

MO

7. Library materials shall be current and up-to-date.

✓  
SF

RB  
AD

MO

8. Library materials shall be selected to help students gain an awareness of our diverse society.

✓  
SF

RB  
AD

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.

✓  
SF

RB  
AD

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.

✓  
SF

RB  
AD

MO

## Signature Page

Date review by committee: March 6, 2023 starting at 12:30pm

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 Sapphira Type of Material Library Book  
 Title Push

Publisher (if known) \_\_\_\_\_

Request Initiated By Karen Thomas

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.)

PP 16, 20, 21, 22, 25, 32, 35, 37, 45, 47, 48, 49, 50, 53, 55, 61  
 72, 73, 74, 77, 78, 79, 84, 85, 89, 92, 91, 93, 99, 101, 102, 103, 113, 114, 120, 123, 126, 127, 128, 130, 131, 133, 133, 145, 147, 150, 152, 163, 164, 169, 170, 172, 176, 178, 179, 183, 184, 185, 186, 188, 189, 190, 199, 200, 211, 229, 230, 235

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

Very awkward content, incest, molestation, not for minors  
Not for school use.

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

Adults, over the age of 18

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

No

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

What parts? Several pages & summary

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

BookRocks.org



7. What do you believe is the theme of this curriculum material/book? *A heavily sexually abused teenager's life, circumstances change when a new mentor teacher has to read*

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 *self harm, excessive profanity* would convey as valuable a picture and perspective of our civilization? *Violence*

*Willing to work with the librarian to reach a reasonable representation, discussion of the subject matter, policy of its inclusion in the library.*

*Karen Thomas*

Signature of Person Requesting Review

*12-18-12*

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





**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**MASSACHUSETTS SCHOOL 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.**

# 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: June 13, 2023

Re: Motion - Rental of classroom space

## Motion:

To approve the Memorandum of Agreement between the Old Rochester Regional School District School Committee and the Southeastern MA Educational Collaborative for the rental of classroom space at the Old Rochester Regional for the Fiscal Year ending June 30, 2024.

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.

MEMORANDUM OF AGREEMENT BETWEEN THE  
OLD ROCHESTER REGIONAL SCHOOL COMMITTEE  
AND THE  
SOUTHEASTERN MA EDUCATIONAL COLLABORATIVE  
FY24

- I. The Old Rochester Regional (ORR) School Committee agrees to allow the Southeastern Massachusetts Educational Collaborative (SMEC) to use one (1) full-size classroom at the ORR High School for the charge of \$9,435 per annum to accommodate both school year and extended year programs. In addition, the ORR School Committee agrees to allow SMEC to use one (1) small classroom/office space located adjacent or near the SMEC classroom for the purpose of providing therapeutic services to students enrolled in the SMEC program, for the additional annual charge of \$3,895 per annum.
- II. This agreement will be in effect from July 1, 2023 to June 30, 2024 and will be renewable annually upon mutual agreement and desire of both parties. If either party intends not to renew, written notification will be provided to the other by April 15, 2024.
- III. The parties agree to the following:
1. Exclusive classroom occupancy and all utilities shall be included in the lease price.
  2. All furniture, furnishings and supplies will be purchased by and the responsibility of SMEC and shall be owned and maintained by SMEC unless otherwise agreed.
  3. Custodial services shall be provided by the ORR custodial staff.
  4. Basic first aid, routine screenings and medication administration will be provided by the ORR school nurse(s) when school is in session at ORR.
  5. SMEC will be assigned keys to the SMEC classrooms.
  6. Parking spaces for SMEC staff and one (1) SMEC van will be provided.
  7. SMEC will list said classroom(s) and name the ORR High School on the Collaborative's General Liability insurance policy.
- IV. This agreement is understood, signed and dated as follows:

On behalf of the Old Rochester Regional School Committee:

\_\_\_\_\_ Date: \_\_\_\_\_

On behalf of the Southeastern MA Educational Collaborative:

Catherine S. Cooper Date: 5/31/23

**Old Rochester Regional High School  
School Improvement Plan  
2021 - 2023**



**Developed By:**

**ORRHS School Council**

## [Strategic Plan 2023 Document](#)

### **Theory of Action**

#### **If we...**

provide all students with life and career skills, learning and innovation skills, and technology skills, by integrating these skills into a rigorous and relevant curriculum

#### **and**

create a school district environment that broadens our students understanding and appreciation of multiculturalism, diversity, and global awareness by building relationships to establish a broader community/worldwide network, within and external to the school district and engage and enhance students social, intellectual, interpersonal, and leadership development and skills

#### **and**

develop and consistently utilize evidence-based approaches and strategies that foster the social and emotional well being of students to promote their success,

#### **Then we will ...**

have provided our Tri-Town students with 21st-century academic skills, strengthened their social and emotional competencies and prepared them to be engaged global citizens.

# Strategic Objective 1: 21st Century Learning for all Students

***Goal: ORRHS students will be engaged in instructional practices that include 21st Century Skills as well as Project Based Learning.***

## Strategic Initiatives:

- Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.
- Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).
- Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.
- Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.

## Strategic Outcomes:

- Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.
- Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).
- Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.
- Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.

Action Steps	Year	People Responsible	Indicators of Success	Status
Teachers will provide opportunities for students which highlight 21st Century skills within project based learning assignments.	2021-2022	Teachers Department Coordinators Administrators	Student Work Samples Educator Eval Portfolios	Complete

Teachers will document the 4Cs connections within standards-based units that integrate subject areas.	<b>2021-2022</b>	Teachers	Lesson Plans Educator Eval Portfolios	Complete
Curricula on Atlas Rubicon will include 21st Century skills and will be included in interdisciplinary Units with at least one of the following focuses: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Leadership, Health Literacy, Environmental Literacy.	<b>2021-2023</b>	Administrators Teachers Department Coordinators	Atlas Rubicon	Complete
ORRHS will develop Engineering Technologies as a Chapter 74 program for vocational technical education/	<b>2021-2023</b>	Administrators Technology Teachers	Chapter 74 approval	Did not complete
ORRHS will partner with Junior Achievement to bring personal finance, job skills, and job shadowing to students.	<b>2021-2022</b>	Administrators Guidance Counselors	Bulldog Block enrollments	completed
ORRHS will establish an Advisory Council composed of a diverse group of members which represent various perspectives of the guidance department, including teachers, administrators, community members, parents/caregivers, and students to review and make recommendations about guidance program activities and results.	<b>2021-2023</b>	Administration	Programming changes in Guidance Survey Data	Complete



## Strategic Objective 2: Social Emotional Learning

***Goal: Members of the ORRHS School Community will positively support students through engaging them as individuals by providing positive behavior supports, continuous feedback, working collaboratively with the community and utilizing school and community resources in order to ensure safety and security for all members of the school community***

### Strategic Initiatives:

- Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.
- Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.
- Partnerships - Enhance family and community engagement opportunities, communication, and practices.
- Safety and Security - Identify and enhance effective and comprehensive safety and security measures.

### Strategic Outcomes:

- Relationships - Students are invested in their learning and feel they are valued members of their learning communities.
- Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.
- Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.
- Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.

Focus on staff and student relationship-building to address social/emotional needs due to the pandemic. This should include adapting to new routines as well as promoting flexibility and resilience.

Action Steps	Year	People Responsible	Indicators of Success	Status
ORRHS will establish relationships with students to address social/emotional needs due to the pandemic by reestablishing the Bulldog Block intervention period each day.	2021-2022	ORRHS Staff	Survey Data	completed
Continue to implement and adjust school discipline planning. Maintain relevant discipline data, analyze and identify priority areas for improvement. Review and revise as needed the discipline documentation process.	2021-2022	Administration SEL Team TLC	Google Incident Report Form Data Reports  TLC Agendas	completed
ORRHS will revise Student Handbook language to be more inclusive and equitable for all.	2021-2022	Assistant Principal	Revised student handbook  Survey Data	completed
Update ALICE procedures based upon recent changes to the program. Review and analyze school safety Panorama data for all stakeholders, identify strengths and areas for improvement, implement at least one action item to address areas of improvement.	2021-2022	School Resource Officer  Administration	Panorama Survey Data  Schoolwide Training Observation/ Feedback	completed
ORRHS will use data for student advocacy efforts such as identifying students who feel marginalized at the high school, adopting a systemic perspective to addressing barriers to academic success, and building awareness of issues related to educational equity and access.	2021-2023	Guidance Director  Administration  Counseling Team	Survey Data	Completed
ORRHS will collaborate with other local high schools to establish affinity groups to bring students together with similar backgrounds or interests.	2021-2023	Administration	Participation Rate	Not completed

## Strategic Objective 3: Global Citizenship

***Goal: Understanding that Global Citizenship is the idea that one's identity transcends geography or political borders, and that we, individually, have responsibilities to embrace all members of our community, ORRHS School will prepare students for their role in becoming positive agents of change for racial equity in our global society.***

### Strategic Initiatives:

- Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.
- Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.
- Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.

### Strategic Outcomes:

- Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.
- Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.
- Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.
- Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.

Action Steps	Year	People Responsible	Indicators of Success	Status
Identify teacher leaders to collect, analyze and share exemplars of projects that embed global themes at each grade level. District administration will identify and provide consistent time for the teacher leader working groups to input exemplar projects into Atlas Rubicon per grade level. Teacher leaders will be asked to share exemplar lesson(s) to their building colleagues at a staff meeting or grade level professional learning community meetings.	2021-2022	Department Coordinators Administration Curriculum Office	Atlas Units Staff Meeting Agendas PBL Exemplars	completed
With an increased focus on technology integration, teachers are able to continue to assess and identify applications in order to determine the level of effectiveness. The Leadership Council will continue to ensure that professional development opportunities/training will be ongoing to support staff competency in diversity, equity and cultural proficiency.	2021-2022	TLC Staff	Professional Development Plan	completed
The Pre-K-12 vertical team will collect, analyze and identify exemplars of units to be embedded into the civics and social studies curriculum.	2021-2022	Pre-K-12 S.S./Civics vertical Team Curriculum Office	Atlas Units	completed
Old Rochester Regional School District and Superintendency Union #55 will continue working closely with community organizations that support and promote equity, diversity, and inclusion.	2021-2023	TLC Staff	Family Engagement Events Sub-Committee Agendas	completed

ORRHS will become a member of United Global Educational Network while collaborating with schools across the world (Argentina, Canada, China, Denmark, Egypt, Germany, India, Russia, South Korea, Spain, Turkey, Uganda)	2021-2022	Administrators  Department Coordinators		completed
ORRHS will increase the number of different colleges attended by Old Rochester graduating seniors by 10% over two years. Class of 2021; 190 seniors attended 61 schools Class of 2022; 195 seniors will attend 73 schools Class of 2023; 168 seniors will attend 78 schools	2021-2023	Administrators  Guidance Director  Guidance Counselors		completed
ORRHS will support a chapter of the Cultural Club of America to raise awareness of cultures, educate students about different life experiences, and unite students across different schools.	2021-2023	Administrators	Club Participation Rate  Cultural exchange opportunities	completed
ORRHS will participate in Building Anti-Racist White Educators (BARWE) Inquiry Series 4 for the 2021-2022 school year.	2021-2022	ORRHS Staff	Participation numbers	paused

**ORRJHS**  
**School Improvement Plan Update**  
**2022-2023**



## Strategic Objective 1: 21st Century Learning for all Students

**Goal:** *ORRJHS students will be engaged in instructional practices that include 21st Century Skills as well as Project Based Learning.*

Action Steps	Year	People Responsible	Indicators of Success	Status
Students will experience two projects or problem based learning experiences in which they showcase their work to an audience beyond their classroom teacher. During these showcases students will have demonstrated: flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.	<b>2022-2023</b>	Teachers  Admin	Student Work Samples/Displays  Educator Evals  Showcase event	PBL Examples: Civics Actions Projects Open Scie Ed: MRE Design Computer Science: Phone Apps for Good ELA: Creating Children's Books In Progress: Projects in Music for Life addressing health and wellness, ELA addressing food waste Computer Science: STEM Problem Solving medical missions STEM: Manufacturing Project
Opportunities for the 4Cs are fully integrated into standards-based grade level units that integrate subject areas. Moreover, the two PBL learning showcases also evidence the 4Cs.	<b>2022-2023</b>	Department Coordinators  Teachers	Lesson Plans  Educator Evaluation Evidence	Showcase Night

Grade level curricula on Atlas will include at least one interdisciplinary unit based on one of the 21st Century themes: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Leadership, Health Literacy, Environmental Literacy.	<b>2022-2023</b>	Department Coordinators  Teachers  Admin	Atlas Units Exemplars  Student Work Samples	Grade 8 Math: Financial Literacy Lessons  Grade 8 Civics Action Projects  Grade 8 Technology and Engineering: Manufacturing Challenges
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## Strategic Objective 2: Social and Emotional Learning

***Goal: Members of the ORRJHS will positively support students through engaging them as individuals by providing positive behavior supports, continuous feedback, working collaboratively with the community and utilizing school and community resources in order to ensure safety and security for all members of the school community***

Action Steps	Year	People Responsible	Indicators of Success	Status
Students will be able to identify at least two trusted staff members to promote a sense of belonging. Measure students' data points on Panorama to ensure higher engagement and connectedness based on SEL programming.	2022-2023	Staff  Admin	Survey Results  Student Relationship Mapping Results	Student - Staff Relationship Mapping and Staff - Student Relationship Mapping Completed and Response Actions Taken
Continuation of Kaleidoscope tool to monitor and ensure best practices of Responsive Classroom implementation.	2021-2023	Admin Staff	Kaleidoscope Reports  TLC Walkthrough Feedback	TLC Learning Walks completed with feedback.  Kaleidoscope assessment completed by Responsive Classroom with Feedback provided
Common student handbook language will be used in the JHS and HS. Discipline methods foster Responsive Classroom and CASEL competencies for all students.	2022-2023	Admin  TLC	Incident Report Form Data Reports  JHS Handbook	Behavior Dashboard Created  Initial Behavior Data Analysis  Handbook to be updated
ORRJHS will have a current and operational crisis plan, which incorporates research-based best practices. All buildings will have enhanced	2022-2023	Assistant Principal PLC	ORRJHS Crisis Plan	Plan Completed

campus communication capabilities. Based on survey data, all stakeholders will report an increased sense of safety in their buildings.		TLC	Panorama Survey Data	
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## Strategic Objective 3: Global Citizenship

***Goal: Understanding that Global Citizenship is the idea that one's identity transcends geographic or political borders, and that we, individually, have responsibilities to respect all members of our community, ORRJHS will prepare students for their role in becoming positive agents of change for equity in our global society.***

Action Steps	Year	People Responsible	Indicators of Success	Status
Atlas will have curriculum units with links and resources in each curriculum area that provide learning experiences for global/multicultural learning.	2022-2023	Teacher Leaders  Admin  Curriculum Office	Atlas Units  Educator Evals	Social Studies: Current Events ELA: Book Circles Science: Environmental Awareness World Language: Reading Chapter Books
All teachers will have increased competence with digital tools that broaden access to world languages and cultures through professional development. These tools will be used with students each year.	2022-2023	TLC  Staff	Professional Development Plan  Educator Eval Portfolios	Continued increased competence with digital tools - Chromebooks & Promethean Boards
A completely updated curriculum for civics and social studies will be written, and documented, on Atlas aligned with the State Frameworks.	2022-2023	Civics Teachers  Curriculum Office	Atlas Units	Completed and Documented in Atlas Rubicon

All Old Rochester Regional District and Superintendency Union #55 teachers will have participated in Anti-Defamation League training and 3 other trainings that increase knowledge and understanding of cultures including LGBT so that all students throughout the District feel safe and have a sense of belonging.	<b>2022-2023</b>	TLC Staff	Professional Development Plans  Sub-Committee Agendas	4 Presentations given to staff by the HS GSA Leadership Team



**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:** June 21, 2023

**Re:** Motion – Authority of Warrant Processing

The processing requirements of all district warrants, including payroll and payables, require a signature by the school committee prior to payment issuance. Due to potential restrictions or availability of the designated signatory during the summer months, we are requesting a deferral of signature between the June 2023 to September 2023 school committee meetings. This does not exclude signatures from occurring during this time. It is to ensure all warrant payments are completed and issued in a timely manner.

**Motion:**

To authorize the Old Rochester Regional School District to process warrants between the June 2023 and September 2023 school committee meetings with deferment of the required signature.

# ORR Disposal list

Legacy Hardware	Totals	
TV	7	
Chromebook Batteries	105	
Laptop Batteries	7	
Document Cam	1	
Chromebooks	125	
LCD Projector	4	
Chromebook	120	
Laser Printer	4	
MFP Printer	1	
Mac Mini	20	
Desktop PC	25	
UPS Backup Batteries	2	
iMac	1	
Laptop	10	
Box of laptop parts	2	
Laptops	6	
VCR	4	
Server	7	
Box of Parts	2	
Box of Legacy Phones	6	
Headphone Cases	20	
Box of Keyboards	1	
Printer Cartridges	25	
	505	





135 Marion Rd.  
Mattapoisett MA 02739  
[www.orctv.org](http://www.orctv.org)  
Phone (508) 748-2300

June 9, 2023  
RE: Surplus video equipment

Gene –

ORCTV is requesting the removal of a video equipment rack from the control room of the basement studio adjacent to the Media Room to help clear the space currently being used as a control room for recording meetings and other events in the Media Room. The rack in question is no longer in working order and is composed of analog components that are in excess of 35 years of age or more in some instances, many of which no longer power up. The equipment has not been used in about 10 years. None of the components are of use with, or compatible with, present day video production equipment.

Thank you –

Robert Chiarito  
Executive Directors  
ORCTV



# Old Rochester Regional School District Massachusetts Superintendency Union #55

*"Serving the towns of Marion, Mattapoisett, & Rochester"*

Food Service Director's Report: June 2023

ORR JR/SR HS

## Directors Update:

- Meal participation continues to grow strong and we continue to navigate supply chain issues.
- There are no official updates available at this time regarding the extension of Universal Free Meals for SY 23-24. As of right now, Universal Free Meals is set to expire on June 30, 2023 and we will be required to revert to Application based Free/Paid/Reduced as of July 01, 2023.
- I am actively engaged and advocating for Universal Free Meals. As soon as there is a final decision made, I will provide an update.

## Students Receiving Free and Reduced Meals:

Free: 238 → 22%

Reduced: 21 → 2%

## Student Meal Participation:

SY 22					SY 23			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	7	1%	398	38%	43	2%	1070	52%
September	665	3%	8580	46%	1882	9%	10881	54%
October	911	5%	9366	52%	2388	12%	12295	62%
November	882	5%	9628	56%	1839	12%	10533	70%
December	930	6%	8662	55%	1772	11%	9539	59%
January	971	6%	9642	62%	2036	12%	11718	68%
February	1019	7%	7368	53%	1619	12%	8630	64%
March	1832	9%	12623	61%	3003	13%	13933	62%
April	1468	10%	8625	58%	1957	14%	8845	64%
May	2087	10%	11327	55%	3202	15%	13207	61%
June	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>



## Facilities Director's Report: June 2023

### Jr/Sr High Schools (Main Campus)

- Resurfacing of track project completed.
- Conducted Class of 2023 Graduation.
- Hired Bill Tilden as new Groundskeeper, replacing Cory Arruda.
- Conducted mandatory inspection and servicing of Chiller.
- Hosted Town of Mattapoisett's Annual Town Meeting.
- Completed annual Commonwealth Elevator Inspection.
- Inventoried supplies for summer cleaning/maintenance.
- Making preparations for Summer Adventure in Learning (SAIL 2023).
- Conducted preventative maintenance on all facility equipment and machinery.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-998-3724 x1954 Cell: 508-509-6763

E-Mail: [eugenejones@oldrochester.org](mailto:eugenejones@oldrochester.org)

#WEareOR



**Old Rochester Regional High School**  
**135 Marion Road**  
Mattapoisett, Massachusetts 02739

Phone 508-758-3745 Fax 508-758-3167 Web page [www.olderochester.org/hs](http://www.olderochester.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."*

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**Michael Cabot Devoll, M.Ed.**  
**Principal**

**Vanessa M. Harvey, M.Ed.**  
**Assistant Principal**

**Lauren Millette, M.Ed., M.C.**  
**Director of Guidance**

June 12, 2023

**High School student enrollment, through 6/12/23: 626**

**Staff Changes**

The following staff members will be completing their work at ORRHS at the conclusion of the school year:

Caroline Cervera, Latin

Paul Guilbeault, Paraprofessional

Kevin McCarthy, Paraprofessional

Rebecca Okolita, Special Education

Bill Tilden, Athletic Director

**Spring State Champions**

Seniors Sam Balsis (400m Hurdles) and Aveil Ward (Unified Shot Put) won State Championships this past spring season.

**Genealogy Class Honor**

Thanks to our genealogy elective, Storm Lanzoni entered a national contest run by American Ancestors through the New England Historic Genealogical Society.....AND STORM WON!!!(along with \$500).

Respectfully submitted,

Michael Cabot Devoll  
Principal  
Old Rochester Regional High School



**ORRJHS  
PRINCIPAL'S REPORT  
JUNE 16, 2023**

**CURRENT ENROLLMENT:**

Grade 7 - 229  
Grade 8 - 193  
TOTAL: 422

**SCHOOL CHOICE:**

Grade 7 - 18  
Grade 8 - 17  
TOTAL: 35

**ACKNOWLEDGEMENTS:**

**Students of the Month for February, 2023**

Green Team: Toby N. McNulty, Reilly B. Patraiko  
Orange Team: Isabel J. Marujo, Belle O. Comorosky  
Blue Team: Caden J. Gonsalves, Nathan J. Tobin  
Red Team: Nathanael K. Bushnell, Bridget G. Coryer  
Exploratory Team: Benjamin A. Graham, Luke C. Pierre

**Teacher Appreciation 5/17/2023:** Parents and Guardians generously provided breakfast food items for the teachers and staff for Teacher Appreciation Week. A special thank you to April Nye and Ixia Bongiorno for making the event a great success.

**Showcase Night 5/31/2023:** A fun celebration of learning that included a school wide art show, academic projects and live music performed by our talented students. A special thank you to our Art Teacher, Meghann Boudeau for making the night a special night for the students to show off their projects and skills.

**AFTERSCHOOL STUDENT ACTIVITIES OFFERED:**

GSA Club – Julie Cotillo  
Art Club – Meghann Bodeau  
Crochet & Knitting Club – Therse Valente and Kathy Gauvin  
Jazz Band – Richard Laprise  
School Council – Kathy Gauvin

**SPORTS:**

Interscholastic Boys/Girls Track - Sarah Makein/Victoria Tuntino

**MCAS DATES:**

4/25 & 4/26 ELA - Grades 7 and 8  
5/11 & 5/12 MATH - Grades 7 and 8  
5/18 & 5/19 SCIENCE - Grade 8

**AIMSWEB DATES:**

5/30 Reading  
5/31 Math

**RECENT EVENTS:**

5/3 & 5/4      Old Colony Parent/Student Interviews to take place at the JHS

5/5-5/7        JHS Drama Production - Alien Invasion

5/23/23        JHS Spring Concert - Auditorium @ 6:30pm

5/26/23        JHS Music Festival

5/31/23        Grade 6 Parent/Guardian Tours

5/31/23        Showcase Night with faculty and students starting at 6:00pm

6/5/23         OHS 6th Grade visit

6/6/23         Sippican 6th Grade Visit

6/7/23         Hip Hop Dance PBIS Assembly

6/7/23         8th Grade Step Up Day

6/8/23         RMS 6th Grade Visit

6/4 - 6/10      Survival

6/5 - 6/9       SCOPE

6/14/23        8th Grade Dinner Dance 6:00 pm

6/14/23        8th Grade Promotion Ceremony 9:00 am

**UPCOMING EVENTS:**

8/30/23        Opening Day

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

TO: Town Clerks, Towns of Marion, Mattapoisett and Rochester,  
Massachusetts  
DATE: June 15, 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, June 21, 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**  
**June 21, 2023**

**Hybrid Format**

**Zoom LINK:**

<https://oldrochester-org.zoom.us/j/98857494253?pwd=cnVNVHVCZmsydlh5cGJCT1F3UW1YQT09>

**Meeting ID: 988 5749 4253**

**Passcode: 786917**

*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**

**RECOGNITION PRESENTATION**

**XI. Executive Session**

**I. Approval of Minutes**

- A. Regular Meeting: April 26, 2023**
- B. Executive Session: April 26, 2023**
- C. Budget Subcommittee
- D. Communications Subcommittee: May 15, 2023**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

- A. Approval of Student Handbook Update**
- B. Approval of School Committee Dates for 2023-2024 School Year**
- C. Approval of Donation(s)**
- D. Appeal of Book(s)**
- E. Approval of Lease**
- F. Approval of Memorandum of Agreements**
- G. School Improvement Plan Update**
- H. Approval of Summer Warrant Processing**
- I. Communications Subcommittee Decision**
- J. Approval of Disposal of Equipment**
- K. MASC Training Discussion**

**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

**ADJOURNMENT**