

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
Rochester, Massachusetts
16 Pine Street - Rochester, MA 02770**

**MEETING MINUTES
January 23, 2023**

Regular meeting of the Rochester School Committee was held on Monday, January 23, 2023 at 6:00pm. This meeting was held full in-person and there was also a zoom link available.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Chairperson, Jason Chisholm (remote), Anne Fernandes (in-person) and Katherine Duggan (in-person).

COMMITTEE MEMBERS NOT PRESENT: Robin Rounseville

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance & Operations; Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning, Craig Davidson, Director of Student Services; Derek Medeiros, Principal; Charles West, Assistant Principal; Melissa Wilcox, Executive Assistant to the Superintendent.

Meeting was called to order at 6:01pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being video-taped.

The school committee, administration and everyone present stood and recited the Pledge of Allegiance. Chairperson Hartley also shared a picture and recording of the 5th and 6th grade chorus at the Providence Bruins a few weeks ago singing the National Anthem under the guidance of Ms. Audette.

I. Approval of Minutes:

A. Approval of Minutes –

Approval of Minutes – Regular Session: November 17, 2022

MOTION: Ms. Fernandes to approve November 17, 2022 minutes as presented

SECOND: Ms. Duggan

ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes

IV. General

A. FY24 Initial Draft Budget Discussion

Superintendent Nelson made the following statement:

The budget sub-committee met earlier this evening and has drafted a proposed FY24 Rochester School District budget for Memorial School. Specifically, the budget sub-committee has discussed with administration and department heads - the current needs of the students as related to each department within the school (i.e. regular education programming, special education programming, technology, facilities, etc.). It should come as no surprise to this committee that the budget sub-committee is navigating the impact of inflation on the FY24 budget development process. Specifically, the cost of utilities (i.e. electricity, gas), goods, and special education tuition are major budget drivers as we look to FY24.

The proposed budget as it currently stands - is designed to maintain current services at Rochester Memorial based on student needs. The main priorities of the FY24 budget include meeting the known needs of the students in our classrooms and ensuring our teaching and learning programming is meeting best practices – with a real focus on literacy. Next steps for the budget sub-committee will be to reach out to the town administrator and invite him and representation from the finance committee to the next budget sub-committee to discuss the FY24 budget proposal. In the near future, the Rochester School Committee will need to schedule their budget hearing to present the FY24 budget and then take action to approve it for submission to the town.

B. Promethean Board Demonstration

Chairperson Hartley made the following statement:

This evening we are pleased to have one of our very talented teachers – Mr. Forrest Cote, provide a demonstration of how the promethean board can be utilized in the classroom. The School Committee Members are very excited for this presentation.

Mr. Cote demonstrated using the Promethean Board. He explained the board acts like a big tablet and is very easy to use. There are a variety of apps that can be used on the board in the classroom such as a timer, spinner feature and many more. One of Mr. Cote's favorite features is that more than one student can write on the board at a time. He also likes that you can save notes on the board and pick up where you left off the next day. He demonstrated how you can save documents, search online.

Mr. Medeiros mentioned that the faculty can also put their Google Classroom up on the board so the students can see their assignments, feedback from each other, etc., right on the board during class.

Mr. Cote explained that you can connect a device to the board wirelessly or through USB and share your screen from any device.

Mr. Nelson informed the school committee that there is a Promethean Board in every learning area at Rochester Memorial School.

Mr. Cote then showed a presentation of recent pictures from classrooms at Rochester Memorial School with students utilizing the different features of the board along with faculty feedback.

Please refer to Attachment A.

Mr. Medeiros informed the School Committee that Mr. Cote was one of five faculty members that went to training during the summer to be able to help the teachers at RMS in-person at the start of the school year. The faculty enjoys using the boards and Mr. Medeiros stated it also helps the faculty teach students the benefits of screen-time vs not screen-time and having a balance.

Chairperson Hartley asked if the company provides tech support. Mr. Cote stated that he has not called as the board is very easy to use and they have had no issues. Mr. Medeiros informed her that when he has called they have been very responsive.

C. Student Handbook

Superintendent Nelson made the following statement:

At the most recent Joint School Committee – the policy JE – titled Attendance Policy was rescinded and a new policy JH – titled Student Absences and Excuses was formally adopted. As a result, the section with the Rochester Memorial School Student Handbook related to student

absences and excuses requires updating. Mr. Medeiros will briefly highlight the changes to this committee. Upon approval, we will notify families that the student handbook has been updated and highlight the changes.

Mr. Medeiros explained that based on the policy approved at the Joint School Committee, there were a few changes to the Attendance section of the Rochester Memorial School Student Handbook. **Mr. Medeiros made the following statement:**

The first change is that 'this will be required in advance for types of absences when advance notice is possible'. One of the things that I felt very proud of as I was going through was what was already in our student handbook - having to call the main office, school nurse and our office staff really works well with the homeroom teachers to check-in and determine if a parent has communicated directly with the teacher. There is a nice communication system between the main office and the nurse's office in calling parents to check-in as to why they have not called and what is going on with their child.

The next piece here are some new bullets that were not in the original list. We added inclement weather, and then illness/quarantine and then the observance of a major religious holiday. Then there were two sentences added in regards to excused absences. The first 'a child may also be excused for other exceptional reasons with approval of the Principal or designee'. If I am working with a family on something that is maybe not on this bulleted list, between Mr. West or I, we could make that determination. Then 'in instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified'.

Mr. Nelson confirmed that this language matches exactly the language as stated in the policy that was approved.

Mr. Medeiros continued:

And the next big change was on timing. Our current handbook speaks to the fifth day and eighth day of absences and this new policy has changed to the third day. We would contact the family and put a team together as needed to create a plan to support the student.

MOTION: Ms. Chisholm to approve the changes to the 22-23 student handbook as we have just reviewed.

SECOND: Ms. Duggan

ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes

V. New Business

C. Business

1. Financial Report –

Financial Report:

Please find the following financial report in relation to the general funds of Rochester Elementary School District:

Budget Report by Department for January 15, 2023

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$376,926 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the total

\$6,637,794 appropriated to the District, consisting of both the Rochester School District and the one-time non-annual student resource package.

- ☐ \$ 6,604,435 - General Fund Operating
- ☐ \$ 33,358 - Non-annual student resource package
- ☐ \$ 6,637,793 - General Funds Approved
- ☐ \$ 6,260,868 - Obligations Paid Year to Date
- ☐ \$ 376,926 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$289,698 costs is pending its first billing to be received for payment.

- ☐ \$ 289,698 - Bristol County Agricultural High School
- ☐ \$ 266,145 - Obligations Paid Year to Date
- ☐ \$ 23,553 - Remaining Available Funds

Mr. Barber also reported the following the Food Service Report:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- Had a successful Board of Health Inspection.
- Meal Price Increase will take effect on February 1, 2023
 - This increase in price will only apply to any additional meals purchased by the student.
 - Each student will continue to receive 1 free breakfast and 1 free lunch per day throughout the remainder of the school year.

Mr. Barber also reported the following Facilities Report:

- Gilly Leonardo appointed as Supervisor of Building and Grounds.
- Conducted one snow/ice removal operation.
- Replaced broken parking lot light pole.
- Replaced washing machine.
- Conducted routine maintenance on fall facility systems.

D. Personnel

Superintendent Nelson made the following statement:

Since the last School Committee meeting, Rochester Public Schools has hired Gilbert Leonardo as the Building & Grounds Supervisor, Kelly Freitas and Marvin Bern as Lunch/Aide at Rochester Memorial School. Mr. Leonardo has worked in a similar position in our district.

CHAIRPERSON'S REPORT

Chairperson Hartley made the following statement:

My report will be brief tonight...

As we reach the approximate half way point in this year, I want to thank our School leaders for their dedication to our complex school district. I also want to thank our School Committee members for their work representing us on the various Subcommittees. Each month, in addition to attending Rochester School Committee meetings, Committee members represent us at other meetings to discuss and make decisions about the School Budget, Teaching and learning at the Jr. High school and High School, SMEC – Southeastern Massachusetts Educational Collaborative, Tri-Town Foundation that oversees and distributes grant funds for projects throughout our schools, Early Childhood Education, School Policies, and Equity. Our representation in the various sub-committee meetings are important to the progress of our School District and teaching and learning here at RMS. Many thanks to you all.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson made the following statement:

I would defer to my colleagues tonight to as they both has some very exciting happenings from their department and it showcases that although we are early in 2023 we are off to doing some really great things on behalf of our students and families, and with the help of our awesome faculty.

Mr. Davidson, Director of Student Services, reported on the following:

We are excited to roll out our Math Acceleration Academy during February and April vacation. Students will participate in engaging and dynamic Math lessons that focus on accelerating students' learning in data driven - targeted areas. The Academy will be free of charge for all students who participate. An email notification was sent to our families recently and registration is now open. If you have any questions regarding the Academy you can email or call my office directly.

The Community Talks Series: Part six will take place on February 1st at 6:30 p.m. - The presenter is Sarah Ward, a dedicated clinician and passionate lecturer with a proven track record for translating complex ideas into practical strategies that work to improve executive function skills. She will be providing a professional development for our families called "POWERFUL STRATEGIES TO HELP CHILDREN DEVELOP INDEPENDENT EXECUTIVE FUNCTION SKILLS".

Dr. Fedorowicz, Assistant Superintendent of Teaching & Learning reported on the following:

Literacy:

First, in the area of literacy, a lot of forward progress has been made since we met last.

The District Literacy Team has been meeting twice a month for the L4L grant, with a focus on literacy, Tier II and III interventions and assessments. We worked with a coach from DESE on examining schedules to fit the needs of our literacy action plan we are developing with insight into our intervention times. We are continuing this work for the next few months in conjunction with the HILL for Literacy.

As it relates to HILL for Literacy, we received the initial Needs Assessment results from the HILL for literacy right before the break and the District Leadership Team just completed the literacy action plan draft which is based on the results of the needs assessment.

As we finalize our literacy action plan, we are continuing work with the HILL to examine core literacy programs that are in compliance with the state and science of reading. As of right now this consists of looking at two to three programs this winter and spring in preparation for a new core literacy program. This will also involve examining the appropriate assessments to use in literacy.

The work from both L4L and the HILL provides aligned focus areas to create a comprehensive literacy plan that will enhance and align our literacy program and work and meet the needs of our students.

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

(L4L: This allows us to dive a bit deeper into the MTSS which compliments the work we are doing with the needs assessment.)

PD:

January 13th was our full PD day. We started with guest speaker, Dr. Rob Evans, a psychologist, a former high school and pre-school teacher, and a former child and family therapist presenting the best ways educators can deal with educational challenges and maintain energy and resilience. He has consulted to more than 1,700 schools in districts across the country and is the author of many articles and four books.

The afternoon sessions provided teachers with collaborative time on unpacking the information provided by Dr. Evans to use in the classroom within grade levels and subject areas.

Instruction Council:

Our District Leadership Team, or Instructional Council, has been meeting monthly to review PD offerings and begin developing a Curriculum Review Cycle. Today, we discussed PD feedback results and began planning for PD ideas for next year. I appreciate the feedback and time we are getting from the teacher leadership team.

Learning Walks:

We conducted our 4th Learning Walk as a district leadership team at Rochester Memorial on January 6th. We were able to see some valuable teaching and learning in the classrooms. It provided time for administrators to have productive conversations T&L expectations. Our next learning walk is this Friday at the HS. I want to thank the teachers and administrators for hosting and creating a collaborative atmosphere.

New Teacher Induction:

For new teacher induction, Dr. Robin Gilpatrick will be providing the second part of a two part series on behavior and classroom management. This will happen at the end of the month.

Project 351:

Project 351 had a great kickoff last month where our Director of Guidance, Lauren Millette, joined by two of our juniors at the Celtics training camp to learn the initial playbook of promoting a sense of belonging. Over the next couple of months, training will begin for some of our students at grades 5-8 who will be ambassadors for the program in order to bring the sense of belonging training to our students. This is exceptional because it's the kids that get trained and will train each other. Thank you to Ms. Millette and the juniors that attended this training. It really is an exciting opportunity!

PRINCIPAL'S REPORT:

Mr. Medeiros reported on the following:

Congratulations to the 5th and 6th grade chorus, band and jazz band members on their outstanding performance during the annual RMS Holiday Concert. Additionally, I would like to thank Ms. Audette, Mrs. Laprise and our accompanist Ms. Sparklin for planning, organizing and directing the concert. Their commitment and dedication to the RMS Music program was on full display during the event as each performance demonstrated how well prepared our musicians were. Lastly, thank you to Mrs. Hemenway for the beautiful decorative festive artwork.

On Friday January 5th we welcomed the members of the District Leadership Council for a

learning walk visit focused on teaching and learning here at RMS.

We hosted a Nature's Classroom parent/guardian informational session on Monday January 9th 6:30pm - 7:30pm in the RMS cafeteria. The session included a presentation from the Nature's Classroom staff on information related to the student experience and they answered any questions our parents/guardians may have had. Additionally, the grade 6 team presented important information regarding health forms, packing list and payment.

The RMS Hill for Literacy team met with our sister school Hill teams and a representative from the Hill on Tuesday January 10th to begin planning our district literacy plan. Additionally, on Wednesday January 18th some members from the same RMS Hill team and I participated in session four of the Lead 4 Literacy workshop through the DESE.

At this time of the school year, we look forward to welcoming our incoming kindergarten families through our annual parent/guardian informational session held here at RMS. During this session, families learn how they can register their incoming kindergartner for the 2023-2024 school year and get insight into what the kindergarten experience will be like for their child. A letter will go out to all of incoming K families later this month with details regarding this informational meeting.

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee- Ms. Hartley reported that the committee met today at 5:00 p.m. and had a terrific meeting. She explained that the next step is to meet with town officials.
2. ORR District School Committee – Mr. Chisholm reported that the committee met last week and approved the 23-24 school calendar, along with policies JIC, JB, JH and Section D Fiscal policies. The committee is meeting again on March 30, 2023.
3. SMEC- Ms. Fernandes reported that they met on November 29, 2022. They approved the minutes from the September meeting. Staff appointments and reductions were discussed. There was an independent presentation by Powers and Sullivan which indicated a fully reconciled financial system in the SMEC Organization. Surplus funds and transfer were discussed and approved. The draft of the annual report was discussed and approved. Next meeting is Tuesday, January 31st.
4. READS- Mr. Nelson reported that READS met on January 19th. Normal business was conducted regarding the approval of minutes, most of the time was spent looking at a draft FY24 presentation. We also discussed READS collaborative agreements. New staff and resignation information was reported by the director. The annual report is included in the back-up information for your review.
5. Tri-town Foundation- no report
6. Early Childhood Council- Ms. Duggan reported that the committee next meets on February 1, 2023.
7. Policy Sub-Committee- Ms. Duggan reported that this committee last met Wednesday, December 21 and reviewed the following policies: 20 Section D Fiscal Policies, the JH Student Absences and Excuses Policy, and BEDH, the Public Comment at School Committee Meetings Policy. We also heard from Dr. Fedorowicz that her review of the District Adopted Procedures had been completed and that the resulting recommendation was to not make any changes. At the Joint School Committee earlier this month, the Section D Fiscal Policies were approved, and the JE Attendance Policy was rescinded and replaced by JH Student Absences and Excuses Policy, which necessitated some changes to student handbooks that we discussed earlier today. Policies from earlier in the year that required additional discussion: JIC – Student Discipline and JB - Equal

Educational Opportunities, were also approved. The final policy from the 12/21 meeting, BEDH – Public Comment at School Committee Meetings, was not discussed, a vote to approve was not taken, and the policy will be sent back to the policy subcommittee for further consideration. The next scheduled meeting of the policy subcommittee is March 8, 2023.

8. Equity Sub-Committee: Mr. Chisholm reported that the committee last met on January 17th. He stated updates were presented on the Equity Plan and the Incident Reports. The next meeting is March 30th.

C. School Committee Reorganization

Superintendent Nelson recommended the School Committee appoint Melissa Wilcox as the School Committee Secretary and add Melissa Wilcox as a Recording Secretary.

MOTION: Ms. Fernandes to appoint Melissa Wilcox as the School Committee Secretary.

SECOND: Ms. Duggan

ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes

MOTION: Ms. Fernandes to add Melissa Wilcox as a Recording Secretary.

SECOND: Mr. Chisholm

ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes

IX. Future Business

A. Timeline

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is February 16, 2023 @ 6:30pm in person at Rochester Memorial School.

The next meeting of the Joint School Committee is March 30, 2023 @ 6:30pm in person at the Media Room at the Jr. High School.

XII. EXECUTIVE SESSION

MOTION: by Ms. Fernandes at 7:01 p.m. to enter executive session for the purpose of exception #3 and exception #7

SECOND: by Ms. Duggan

4:0 ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes.

MOTION: Ms. Fernandes to come out of Executive Session at 7:15 pm only to adjourn.

SECOND: Ms. Duggan

4:0 ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes.

MOTION to adjourn at 7:16 p.m. by Ms. Duggan

SECOND: by Mr. Chisholm

4:0 ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes.

Submitted,

Melissa Wilcox

School Committee Secretary

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS**

**REGULAR MEETING
Rochester Memorial School
16 Pine Street, Rochester, MA 02770**

January 23, 2023

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/93695176929?pwd=N2hKRmdyeDViUlIGTDU3SSs1QXpxdz09>

Meeting ID: 936 9517 6929

Passcode: 043565

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Band Room located at the Rochester Memorial School at 16 Pine Street, Rochester, MA 02770 or via zoom.

TIME: 6:00 PM

MEETING TO ORDER

PLEDGE OF ALLEGIANCE

RECOGNITION OF ACHIEVEMENT

- I. Approval of Minutes**
 - A. Approval of Minutes- Regular Session: November 17, 2022**
 - B. Approval of Minutes – Executive Session: November 17, 2022**
- II. Consent Agenda**
- III. Agenda Items Pending**
- IV. General**
 - A. FY24 Initial Draft Budget Discussion**
 - B. Promethean Board Demonstration**
 - C. Student Handbook**
- V. New Business**
 - A. Policy Review**
 - B. Curriculum**
 - C. Business**
 - 1. Financial Report**
 - 2. Food Service Director Report**
 - 3. Facilities Director Report**
 - 4. Budget Transfers**
 - D. Personnel**
- VI. Special Topic Report**
- VII. Unfinished Business**
- CHAIRPERSON’S REPORT**
- CENTRAL OFFICE ADMINISTRATORS REPORT**
- PRINCIPAL’S REPORT**
- VIII. School Committee**
 - A. School Committee Goals**
 - B. Committee Reports**
 - 1. Budget Subcommittee**
 - 2. ORR District School Committee**
 - 3. SMEC**
 - 4. READS**
 - 5. Tri-Town Foundation**
 - 6. Early Childhood Council**
 - 7. Policy Sub-Committee**
 - 8. Equity Sub-Committee**
 - C. School Committee Re-organization**
- IX. Future Business**
 - A. Timeline**
 - B. Future Agenda Items**
- X. Open Comments**
- XI. Information Items**
- XII. Executive Session**

ADJOURNMENT

ROCHESTER PUBLIC SCHOOLS
Rochester, MA

TO: Rochester School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: January 19, 2023
RE: Agenda Items

The following items are on the agenda for January 23, 2023.

I. Approval of Minutes

A. Approval of Minutes – Regular Session

Recommendation

That the School Committee review and approve the minutes of November 17, 2022. Please refer to “RSC 01232023 November Minutes”.

B. Approval of Minutes – Executive Session

Recommendation

That the School Committee review and approve the minutes of November 17, 2022. These will be brought to the meeting.

IV. General

A. FY24 Initial Budget Discussion

Recommendation:

That the School Committee review and discuss the FY24 Budget.

B. Promethean Board Demonstration

Recommendation:

That the School Committee view a demonstration of the Promethean Board from faculty Forrest Cote.

C. Student Handbook

Recommendation:

That the School Committee review and approve the updated Student Handbook for the 2022-2023 School Year. Please refer to “RSC 01232023 RMS Student Handbook Revised”.

V. New Business

C. Business

1. Financial Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 01232023 FY23 Financial Memo”, “RSC 01232023 FY23 General Operations Financial Report” and “RSC 01232023 FY23 Bristol Aggie Financial Report”.

2. Food Services Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 01232023 Food Service Report”.

3. Facilities Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 01232023 Facilities Report”.

D. Personnel

Since the last School Committee meeting, Rochester Public Schools has hired Gilbert Leonardo as the Building & Grounds Supervisor, Kelly Freitas and Marvin Bern as Lunch/Aide at Rochester Memorial School.

VIII. School Committee

B. School Committee Re-Organization

Recommendation

That the School Committee appoint Melissa Wilcox as the School Committee Secretary and add Melissa Wilcox as a Recording Secretary.

IX. Future Business

A. Timeline

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

Rochester School Committee

February 16, 2023

Rochester Memorial School

16 Pine Street

Rochester, MA 02770

Joint School Committee

March 30, 2023

ORR Jr. High School

133 Marion Road

Mattapoisett, MA 02739

B. FUTURE AGENDA ITEMS

- Approval of Chairperson's Annual Report (February)
- Health Unit Application (February)
- Interim report on School Committee progress toward goals (February)
- Budget Approval (public hearings) (February)
- School Committee Reorganization (May/June – depending on election date)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of new School Council goals (June)

XII. Executive Session

Recommendation

That the School Committee enter into executive session for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares.

If you have questions about any of the recommendations above please feel free to call me.

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
Rochester, Massachusetts
16 Pine Street - Rochester, MA 02770**

**MEETING MINUTES
November 17, 2022**

Regular meeting of the Rochester School Committee was held on Thursday – November 17, 2022 at 6:30pm. This meeting was held full in-person and there was also a zoom link available.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Chairperson, Robin Rounseville (in-person), Anne Fernandes (via zoom) and Katherine Duggan (in-person).

COMMITTEE MEMBERS NOT PRESENT: Jason Chisholm.

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance & Operations; Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning, Craig Davidson, Director of Student Services; Charles West, Assistant Principal; Diana Russo (via zoom), Administrative Assistant to the Supt. and teachers, members of the press and public.

Meeting was called to order at 6:30 pm., by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being video-taped.

Chairperson Hartley made the following statement:

Good Evening Everyone before we begin this meeting and move through the agenda, I'd like to acknowledge an important change that I have chosen to make tonight that is reflected in the posted agenda. As a result of the threatening, disruptive, and disorderly conduct of a few members of the public during the Open Comments portion of the Joint School Committee meeting held on Monday, November 7th, which forced the abrupt adjournment of that body before the business of the meeting even began, I have made the decision not to allow Public Comments at tonight's business meeting of the Rochester School Committee. A School Committee meeting is a meeting at which school committee members must transact portions of their business in public. There is no requirement for Public Comment. It is entirely at the discretion of the Chairperson. Each member of this elected body has been and will continue to be open to hearing or reading public comments from our constituents; however, when members of this committee need to be escorted to their vehicles for fear of their physical safety, due to hostile and disorderly conduct from members of the public the, I am forced to prioritize not only for our safety but so that we can conduct the business of this body. It is my sincere hope that respectful, civil discourse will soon return to the Tri-Town.

The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

I. Approval of Minutes:

A. Approval of Minutes –

Approval of Minutes – Regular Session: October 27, 2022

MOTION: by Ms. Rounseville to approve October 27, 2022 minutes as presented

SECOND: by Ms. Duggan

ROLL CALL: Duggan: yes, Rounseville: yes, Fernandes: yes, Hartley: yes

IV. General

A. MCAS Presentation

Superintendent Nelson made the following statement:

This evening Principal Medeiros with the support of Dr. Fedorowicz our Asst. Superintendent of Teaching and Learning will present the key results from the most recent MCAS data from 2022. The MCAS is not new to us but we do know that the last two and a half years of school have not been typical so the results are going to be different as we assess the impact of the pandemic on our learners. However, the good news and what the committee will hear tonight is that our students and their families should be proud of the MCAS results produced here at Rochester Memorial School. Although, MCAS is one of the many pieces to help inform the teaching and learning experiences of our students, we can use this information to assess areas of strength and also opportunities for our students. Tonight you're going to hear many of those strengths that are data shows and more importantly some action steps on how our team plans to move forward. From a big picture standpoint, we will use this data to inform future academic programming in needs and in conjunction with all available data points. For MCAS this is really our baseline data moving forward, before I turn the floor to my colleagues I want to thank the staff members for their ongoing hard work and dedication to student achievement and also to our families for being partners with us more than ever to make sure students are learning to the best of their abilities.

Dr. Fedorowicz and Principal Medeiros presented the 2022 MCAS Results (please refer to attachment A).

SCHOOL COMMITTEE FEEDBACK:

Chairperson Hartley thanked Dr. Fedorowicz and Mr. Medeiros for their presentation and their examination of the MCAS results. She expressed that her excitement and she knows that teachers share the same excitement is being able to look at the assessment materials that come back and see where there were misunderstandings and where you can actually make progress by looking at those and talking with your team and saying "ok what can we do? How can we adjust? She expressed that to her those are the important pieces about where do we go next from here.

Ms. Rounseville asked that Mr. Medeiros go into a little more detail about the "flex block" intervention used differently from the after school acceleration and also "are all students seeing Mr. Huckabee for STEAM?"

Mr. Medeiros explained that the typical intervention in flex block is based on what the teacher feels a student may need, (Mr. Medeiros gave examples for each grade level). The after school acceleration we are looking at the data and trying to find root causes (Mr. Medeiros gave examples in various grade levels). Mr. Medeiros also explained that that each grade level participates in STEAM with Mr. Huckabee.

Ms. Rounseville asked if a "flex block" was built into every day and every classroom. Mr. Medeiros answered "yes". Mr. Medeiros explained that about six years ago himself and Mr. West had a grade level representative from each grade to create that schedule and one of the things we found at that time was that it seemed to fall nicely either before or after specialists or right before or after lunch depending on the grade level schedule, he explained that for the most part that stayed true, over the years some teams have adjusted their times but the times are built into the day. He

explained that it goes from about 25 minutes for students in the lower grades to about 40 minutes for students in the upper grades.

V. New Business

1. Financial Report –

Financial Report:

Please find the following financial report in relation to the general funds of Rochester Elementary School District:

Budget Report by Department for October 31, 2022

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$1,095,580 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the total \$6,594,844 appropriated to the District, consisting of both the Rochester School District and the one-time non-annual student resource package.

- ☐ \$ 6,604,435 – General Fund Operating
- ☐ \$ 33,358 - Non-annual student resource package
- ☐ \$ 6,637,793 - General Funds Approved
- ☐ \$ 5,542,213 – Obligations Paid Year to Date
- ☐ \$ 1,095,580 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$289,698 costs is pending its first billing to be received for payment.

- ☐ \$ 289,698 – Bristol County Agricultural High School
- ☐ \$ 266,145 - Obligations Paid Year to Date
- ☐ \$ 23,553 - Remaining Available Funds

Mr. Barber also reported the following the Food Service Report:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- I am actively engaged and advocating for a continuation for Universal Free Meals through the USDA.
- MA is one of only five states across the country provided with the opportunity to continue provide our children with Free School Meal due to an extension and funding provided by the is a Commonwealth of MA.
- This is an amazing benefit to our community, families and most importantly our children.
- All food service staff participated in a full day of professional development training: knife-skills training workshop was provided by Chef Patty from the John C. Stalker Institute. Kitchen First Aid, Epi-Pen Training and Choke Safe Training was provided by Mrs. Beth Oleson.

Mr. Barber also reported the following Facilities Report:

- Will take delivery of our new tractor this month (capital acquisition).
- Top dressed, over seeded, and fertilized main field.
- Winterized irrigation system.
- Conducted routine maintenance on all facility systems.

CHAIRPERSON’S REPORT – Chairperson Hartley made the following statement:

*I have two items tonight to discuss; the first is a document from the Rochester Town Manager, the Code of Conduct for Town Elected and Appointed Officials, I will pass one out to each of you and I will have Ms. Russo send you one via email Ms. Fernandes. I learned recently about this document and I bring it before you tonight to make you aware of these expectations for elected and appointed officials. Tonight I'd like to draw your attention to the **"Purpose: The Town recognizes that all individuals elected and/or appointed by the Town must maintain and enforce respectful discourse with their fellow elected and/or appointed members, with those who work for the Town, those who volunteer their time and services on behalf of the Town and members of the public by striving at every meeting, forum or other official interaction to treat every person fairly and with respect regardless of any differences of opinion. This policy provides a centralized standard of conduct for all elected and appointed officials in the Town."** of this document and to two other items under the Code of Conduct which state the following; **"All Town elected and appointed officials are expected to act honestly, conscientiously, reasonably and in good faith at all times having regard to their responsibilities, the interests of the Town and the welfare of its residents."** And **"Participate and interact in official meetings with dignity and decorum fitting those who hold a position of public trust."** I hope you find this helpful as we move forward and work with other town officials.*

I'd also like to make you aware of a common expectation for School Committee Members that supports the work our Superintendent. That is a practice that, particularly between meetings, if members have questions or concerns, they "go through the chair" with the questions, concerns or needs. Here's the important reason in the ORR District, we are a very complex district with twenty-one school committee members. Imagine if, even once week, the Superintendent received one questions or request from each school committee member, how those twenty-one "to do" items would impact the routine schedule of the Superintendent.

As your Chairperson, I meet at least once a month with the Superintendent and, if questions occur, I am happy to provide answers or find answers to questions and pass along any concerns.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson made the following statement:

On Monday morning Dr. Fedorowicz and I decided to impromptu get into the car and spend about two hours here at Rochester Memorial School, Mr. Medeiros looked a little surprised when we walked in the building, but he welcomed us with open arms. We visited nearly every classroom and every grade level and I just want to thank the staff members and the administration for being so welcoming and jumping right in and always saying "come see what we are doing" it was awesome and it was a ton of fun. Just a few highlights, I was able to work with a few 6th grade students in terms of identifying examples third person perspective that they were reading, which I hadn't done in a long time. Mr. Woodward, the physical education teacher was using every aspect of the Responsive Classroom approach, when we visited his gymnasium. The art room here is simply top notch whether you are a born artist or someone who just loves to use your hand, it's one of the most welcoming art rooms I've ever seen. Teachers were busy making new bulletin boards and working with kids, the physical therapists were playing some incredible games in the hallways with students who have mobility issues and Ms. Forns was leading this incredible OpenSciEd unit on how light works and watching how students have to find the answers themselves was truly awesome. That's just a handful of the things that I saw, I could keep rattling them off but I think you get the picture and hoping it puts the MCAS presentation that is so number driven back to what it really is which is teachers and staff and all different roles working with our students from the time they get off the bus to the time they get home and even beyond. Rochester Memorial School is really a special place and I wanted you to hear that from me tonight.

Mr. Davidson, Office of the Director of Student Services reported on the following:

The ORR School District received an additional \$25,000 to support in-home early literacy initiatives with early learners and we will be working with the Wareham Parent Childhood Program on that project.

The Unified Basketball Team played 21 members of our Tri-Town Police Departments on November 7th in a fundraiser game, it was a huge success, hundreds of members of the community attended, our Unified Team was victorious and rumor has it that the Police Department has already started practicing for next year's match. It will be an annual event and all three departments participated.

Dr. Fedorowicz, Office of Teaching & Learning reported on the following:

Project 351

Dr. Fedorowicz announced that ORR was one of five districts chosen to participate in Project 351, she reported that this would give our students, two high school students with a lead educator and moving down to grades 5, 6 7 and 8 work with the Celtics and Project 351 Celtics Playbook to do some equity work, to do some work on collaboration, student leadership, global citizenship. She reported that we have the two high school students and our director of guidance who will be the lead educator attending a training camp this Saturday and then next steps will come probably around February to choose student representation from grades 5 through 8, about 30 student total will participate. She expressed that it's a really great opportunity.

Learning Walks:

We conducted our 2nd learning walk at Sippican School on October 28th, she expressed that it's an opportunity for administrators to look and calibrate expectations through teaching and learning, calibrate our "look fors" through state guidance and it gives us a chance to work collaboratively and talk about teaching and learning and look at all the great things that are happening in all our buildings and also see what else we can offer as supports for teachers. A learning walk will take place at Rochester Memorial School in January.

New Teacher Induction:

She reported that they had their 4th meeting with the new teachers and mentors in November and have another one in a couple of weeks. We had a guest speaker Dr. Robin Gilpatrick, she's a tenured teacher and the author of "Classroom Management Strategies". She will be coming back again in December for a two-part series.

Grant: She reported that they submitted a grant related to instructional technology, focused on advancing our training with the promethean boards.

Instructional Council:

Our Instructional Council has already met and we will meet again in a few weeks. We have started developing a Curriculum Review Cycle. We have representation from each district so everyone has a voice and we can plan for curricular materials and review to ensure we continue to be up to date and maintain rigor, sense of belonging, as well as provide opportunities for collaborative conversation around moving forward with T &L and effective professional development.

November 10th PD

On the November 10th professional development day we had professional development for all elementary on literacy science of reading and how the brain learns to read, all the elementary schools were together doing professional development through The Hill. We also had the opportunity to fill out a needs assessment which will be available next week. The rest of the day consisted of promethean board training and IXL diagnostics.

HILL for Literacy

We are excited to announce that we are in the midst of working with the HILL for Literacy. The HILL is a DESE approved partner that is providing a needs assessment in literacy. This means they are partnering with us to look at our curriculum and assessments used in each district at the elementary level to examine ways we can horizontally and vertically align literacy with the three elementary schools so the students have a consistent experience as they merge into the Jr High School. We have made a lot of progress to date! The Literacy Leadership Team, consisting of administrators and teacher representation at lower and upper elementary from all districts, met with the HILL at the end of September to get an overview of the process and to kick off the needs assessment. With support from the HILL, an overview was provided to the entire staff of the process at their October faculty meeting. This month, the HILL observation and interview team is visiting classrooms and interviewing teachers at Rochester Memorial School. After all of the data has been collected, triangulated, and analyzed by the HILL for Literacy, we will receive the results which we expect in January. At the point, the Literacy Leadership Team will work with the HILL on a Literacy Action Plan based on the results of the Needs Assessment. We are looking forward to results.

Lead for Literacy Grant:

Further, to continue to support our work with literacy, I am excited to announce we were awarded **Lead for Literacy grant** for each of the elementary schools through DESE. The final product or outcome is to develop measurable and attainable literacy goals and action steps including assessments, instruction and intervention, specifically focused on our MA tiered systems of support, MTSS, so that we reach all students and work toward reducing learning gaps. This process meshes nicely and is in alignment with the literacy work we are doing in conjunction with the HILL. This allows us to dive a bit deeper into the MTSS which compliments the work we are doing with the needs assessment. We have already met with the DESE last month, and our next literacy session is this Friday.

PRINCIPAL'S REPORT:

Mr. Medeiros reported on the following:

- Parent/Guardian MCAS score reports for the Spring 2022 test were mailed out to all families of students in grades 4-6 on Friday October 21st.
- We welcomed the staff from the Hill for Literacy who visited RMS on Thursday 11/3. The Hill team starting staff focus groups that will assist them in conducting a literacy self-assessment, create a new researched based literacy plan and facilitate ongoing professional development tied to the new DESE Literacy guidance.
- The Hill for Literacy also conducted classroom walkthroughs on Monday November 7th. The purpose of the walkthroughs is to provide our leadership team with data that represents the current literacy model in action across all classrooms.
- On Thursday November 10th all RMS staff participated in a professional development workshop facilitated by the Hill for Literacy titled "Science of Reading Overview." The session provided an overview of the current research on what science says about how the brain learns to read.
- The Rochester Memorial School Council met on Tuesday November 15th at 3:15pm.

- The annual RMS Holiday concert will take place on Thursday December 22nd.

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee- Ms. Hartley reported that the committee met today at 5:00 p.m. and had a terrific meeting, she expressed that they are moving right along and getting ready to talk with the town about next year's budget.
2. ORR District School Committee – Mr. Chisholm will report next month.
3. SMEC- Ms. Fernandes reported that they next meet on November 29th.
4. READS- Mr. Nelson reported that READS met on November 17th (this am) and we reviewed the current budget as well as started looking at next year's budget, also accepted new recommendations regarding new staff hires.
5. Tri-town Foundation- no report
6. Early Childhood Council- Ms. Duggan reported that they met on November 16th here at Rochester Memorial School. We first discussed the new \$25,000 Parent Child+ Grant that Mr. Davidson reported on earlier. We discussed Early Intervention (EI) and the high level of referrals currently being seen in the district, which are consistent with what is being seen across the state. The hope is that it is temporary due to COVID but only time will tell. The Department of Early Education and Care (DEEC) is working on initiatives to address this. Also of note is that the district can provide EI services at local care providers as needed. An update from the Tri Town Chapter 74 program at the High School, which is a program for students to explore career training in the field of Early Education and Care. Early Childhood teacher Janet Gauvin and Early Education Coordinator Doreen Lopes are working to place juniors in the early childhood education 1 class at externships in the community in the spring. They are working on logistics, placements, and site visits for this exciting new step in the program. Doreen also shared a list of classroom books by category—she and the teachers have been identifying new categories that are not well represented and acquiring books to fill those gaps. For example, the next category for books is adoption. These are vetted through scholastics, barefoot books and other highly regarded organizations. The next Tri-Town early intervention screening will take place on January 25 at Center school; the Early Childhood Council will meet again on February 1, 2023.
7. Policy Sub-Committee- Ms. Duggan reported that they met on October 25th which she reported at the meeting on October 27th, this committee meets next on December 21st.
8. Equity Sub-Committee: The committee is meeting on January 17th.

Ms. Duggan reported that as the **MASC Delegate/Legislative Liaison**, I attended the 2022 MASC/MASS Joint Conference in Hyannis from November 3-4, 2022. I attended a variety of sessions including one on SEL, networked with other local School Committee members, and heard some great plenary speakers: John D'Auria & Bob Evans spoke on "Surviving and Thriving in Challenging Times" and provided great strategies to reframe my perspective as a school committee member. It was a fantastic professional development opportunity and I thank everyone in the district who helped make my attendance possible.

IX. Future Business

A. Timeline

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is Thursday – January 5, 2023 @ 6:30pm in person at Rochester Memorial School.

The next meeting of the Joint School Committee is Thursday – January 19, 2022 @ 6:30pm in person at the Media Room at the Jr. High School.

XII. EXECUTIVE SESSION

MOTION: by Ms. Duggan at 7:49 p.m. to enter executive session for the purpose of exception #3 and exception #7

SECOND: by Ms. Rounseville

5:0 ROLL CALL: Duggan: yes, Rounseville: yes, Hartley: yes, Fernandes: yes

MOTION: by Ms. Rounseville to go come out of Executive Session at 7:55 pm only to adjourn

SECOND: by Ms. Duggan

5:00 ROLL CALL: Duggan: yes, Rounseville: yes, Hartley: yes, Fernandes: yes

MOTION to adjourn at 7:56 p.m. by Ms. Rounseville

SECOND: by Ms. Duggan

Submitted,
Diana Russo,
School Committee Secretary

ATTACHMENT A



MCAS Achievement Levels for Next-Generation:

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

2

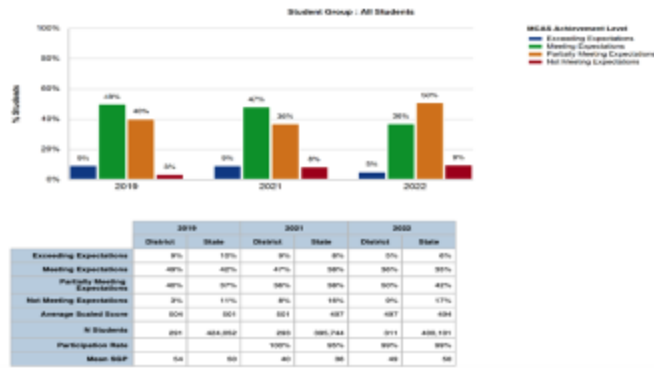
Student Growth Percentiles (SGP) and How Are They Calculated

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

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP. Averages are rounded to the nearest whole number for presentation beginning in 2022.

3

Rochester Memorial Achievement from 2019-2022 for English Language Arts

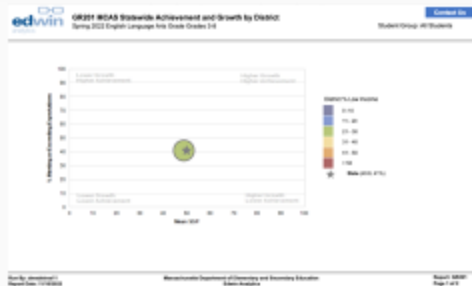


Rochester Memorial School
10 Park St, Rochester, NH 02109

District Achievement versus the State Achievement for English Language Arts


	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations	9%	10%	9%	8%	5%	6%
Meeting Expectations	49%	42%	47%	38%	36%	35%
Partially Meeting Expectations	40%	37%	36%	38%	50%	42%
Not Meeting Expectations	3%	11%	8%	16%	9%	17%
Average Scaled Score	504.5	501.2	501.4	496.5	497	494
N Students	291	424,052	293	395,744	311	400,101
Participation Rates			100%	95%	99%	99%
Mean SGP	54.2	49.9	40.3	35.8	49.0	50.0

English Language Arts Growth



Rochester Memorial School
10 Park St, Rochester, NH 02109

Grade 3 ELA Item Analysis

	IT201 MCAS District and School Test Item Analysis Summary Spring 2020 MCAS English Language Arts Grade 3 All Students				District: Rochester School: MAJ Appleton		Content Area:	
	All Students: 79 Standards: MA.017 Standards							
Item Information								
Item No.	Item Type	Mapping Category	Standard	Item Description	Function Group	Score 1	Score 2	
1	SA	SA	MA.017-12.1	Determine the relationship of two sentences in the passage.	1	100%	100%	
2	SA	SA	MA.017-12.1	Identify the effect of a rhetorical phrase in the story.	1	100%	100%	
3	SA	SA	MA.017-12.3	Identify a description of an object using details from the story.	1	100%	100%	
4	SA	SA	MA.017-12.1	Explain how the details support the overall understanding of the story.	1	100%	100%	
5	SA	SA	MA.017-12.3	Identify the purpose of a given section of the story.	1	100%	100%	
6	SA	SA	MA.017-12.1	Determine the relationship of two sentences in the passage.	1	100%	100%	
7	SA	SA	MA.017-12.1	Identify the author's purpose about an object in the story.	1	100%	100%	
8	SA	SA	MA.017-12.1	Explain the meaning of a word in context.	1	100%	100%	
9	SA	SA	MA.017-12.1	Explain the purpose of a sentence in the passage.	1	100%	100%	
10	SA	SA	MA.017-12.3	Identify the main idea of the passage.	1	100%	100%	
11	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
12	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
13	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
14	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
15	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
16	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
17	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
18	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
19	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
20	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
21	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
22	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
23	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
24	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
25	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
26	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
27	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
28	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
29	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
30	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
31	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
32	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
33	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
34	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
35	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
36	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
37	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
38	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
39	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
40	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
41	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
42	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
43	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
44	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
45	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
46	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
47	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
48	SA	SA	MA.017-12.1	Identify the main idea of the passage.	1	100%	100%	
49	SA	SA	MA.017-1					

Grade 3 ELA Item Analysis continued

[illegible]

Grade 4 ELA Item Analysis

edwin		IT201 MCAS District and School Test Results Analysis Summary Spring 2020 MCAS English Language Arts Grade 8 All Students			District: Franklin School: Ben Ayresville		Connecticut		
All Students: 81 Standard: MA.2017.Standards					Item Information			Item Percentile Points	
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	Student	Score	Percentile	Item ID
1	SR	WE	W.2017.2.8	Determine the main idea of a text and of a paragraph.	1	80%	80%	0	1
2	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	2
3	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	3
4	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	4
5	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	5
6	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	6
7	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	7
8	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	8
9	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	9
10	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	10
11	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	11
12	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	12
13	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	13
14	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	14
15	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	15
16	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	16
17	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	17
18	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	18
19	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	19
20	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	20
21	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	21
22	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	22
23	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	23
24	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	24
25	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	25
26	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	26
27	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	27
28	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	28
29	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	29
30	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	30
31	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	31
32	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	32
33	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	33
34	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	34
35	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	35
36	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	36
37	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	37
38	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	38
39	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	39
40	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	40
41	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1	80%	80%	0	41
42	SR	WE	W.2017.2.8	Identify the main purpose of a text and summarize the text.	1				

Grade 4 ELA Item Analysis Continued

[illegible]

30

Grade 5 ELA Item Analysis

Item No.		Item Type	Targeting Category	Standard	Item Description	Possible Points	Correct	Score	Percent Correct
01	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
02	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
03	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
04	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
05	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
06	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
07	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
08	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
09	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
10	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
11	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
12	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
13	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
14	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
15	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
16	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
17	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
18	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
19	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0
20	000	SA	SA	SA.1.1.1	Identify the effect of a specific detail on a passage's overall meaning or purpose.	1	000	000	0

11

Grade 5 Item Analysis Continued

[illegible]

72

November 17, 2022 - Rochester

Page 13

Rochester Memorial School
10 Paul St., Rochester, NH 02700

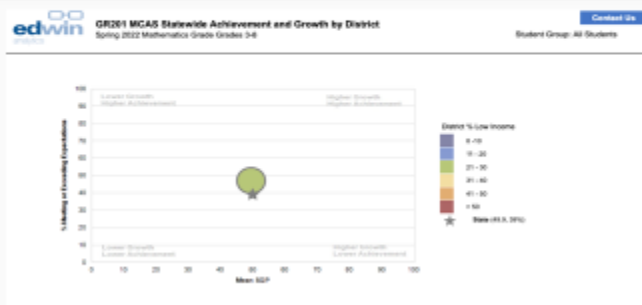


District Achievement versus the State Achievement for Mathematics

	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations	8%	9%	5%	5%	4%	6%
Meeting Expectations	44%	40%	39%	29%	44%	33%
Partially Meeting Expectations	43%	39%	49%	45%	45%	43%
Not Meeting Expectations	5%	12%	7%	22%	7%	17%
Average Scaled Score	501.8	499.2	497.8	489.7	498.0	493.0
N Students	290	424,089	293	395,490	313	399,938
Participation Rates			100%	95%	100%	99%
Mean SGP	56.1	49.9	49.6	30.4	49.0	50.0

16

Mathematics Growth



Rochester Memorial School
11 Pine St, Rochester, NH 02769

17

Grade 3 Math Item Analysis

edwin
IT301 MCAS District and School Test Item Analysis Summary
Spring 2022 MCAS Mathematics Grade 3

Student: Rochester School - New Appleton

All Students: 72 Standards: MA.2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Item Points	Observed	% Correct	Item Difficulty
1	MC	MA.3	MA.3.1.1	Interpret measurements in a real-world context, then a length of a line segment.	1	83%	83%	0
2	MC	MA.3	MA.3.1.2	Observe which word problem can be solved using a given number.	1	83%	83%	0
3	MC	MA.3	MA.3.1.3	Observe which word problem can be solved using a given number.	1	83%	83%	0
4	MC	MA.3	MA.3.1.4	Observe which word problem can be solved using a given number.	1	83%	83%	0
5	MC	MA.3	MA.3.1.5	Observe which word problem can be solved using a given number.	1	83%	83%	0
6	MC	MA.3	MA.3.1.6	Observe which word problem can be solved using a given number.	1	83%	83%	0
7	MC	MA.3	MA.3.1.7	Observe which word problem can be solved using a given number.	1	83%	83%	0
8	MC	MA.3	MA.3.1.8	Observe which word problem can be solved using a given number.	1	83%	83%	0
9	MC	MA.3	MA.3.1.9	Observe which word problem can be solved using a given number.	1	83%	83%	0
10	MC	MA.3	MA.3.1.10	Observe which word problem can be solved using a given number.	1	83%	83%	0
11	MC	MA.3	MA.3.1.11	Observe which word problem can be solved using a given number.	1	83%	83%	0
12	MC	MA.3	MA.3.1.12	Observe which word problem can be solved using a given number.	1	83%	83%	0
13	MC	MA.3	MA.3.1.13	Observe which word problem can be solved using a given number.	1	83%	83%	0
14	MC	MA.3	MA.3.1.14	Observe which word problem can be solved using a given number.	1	83%	83%	0
15	MC	MA.3	MA.3.1.15	Observe which word problem can be solved using a given number.	1	83%	83%	0
16	MC	MA.3	MA.3.1.16	Observe which word problem can be solved using a given number.	1	83%	83%	0
17	MC	MA.3	MA.3.1.17	Observe which word problem can be solved using a given number.	1	83%	83%	0
18	MC	MA.3	MA.3.1.18	Observe which word problem can be solved using a given number.	1	83%	83%	0
19	MC	MA.3	MA.3.1.19	Observe which word problem can be solved using a given number.	1	83%	83%	0
20	MC	MA.3	MA.3.1.20	Observe which word problem can be solved using a given number.	1	83%	83%	0

Massachusetts Department of Elementary and Secondary Education
Boston, Massachusetts

Report Item
Page 1 of 3

18

Grade 3 Math Item Analysis Continued


edwin		IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 3 All Students				District: Rochester Schools: Not Applicable			Contact Us	
All Students: 72		Standards: MA 2017 Standards		Item Information					% Possible Points	
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	Correct	Wrong	Item-to-Item Ratio	Item-to-Item Ratio	
22	SA	OA	3.OA.A.1	Determine how a multiplication problem can be represented as equal groups of equal numbers of objects.	1	63%	37%	0		
23	SA	OA	3.OA.A.2	Interpret multiplication as groups of objects, using a real-world situation. For example, a box of 24 donuts means 6 groups of four donuts each.	1	63%	37%	0		
24	SA	OE	3.OE.A.1	Determine the area of an irregular shape by counting the number of unit squares it covers.	1	63%	37%	0		
25	SA	OE	3.OE.A.2	Determine the area of a rectangle by counting the number of unit squares it covers.	1	63%	37%	0		
26	SA	OE	3.OE.A.3	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
27	SA	OE	3.OE.A.4	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
28	SA	OE	3.OE.A.5	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
29	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
30	SA	OE	3.OE.A.7	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
31	SA	OE	3.OE.A.8	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
32	SA	OE	3.OE.A.9	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
33	SA	OE	3.OE.A.10	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
34	SA	OE	3.OE.A.11	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
35	SA	OE	3.OE.A.12	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
36	SA	OE	3.OE.A.13	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
37	SA	OE	3.OE.A.14	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
38	SA	OE	3.OE.A.15	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
39	SA	OE	3.OE.A.16	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
40	SA	OE	3.OE.A.17	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
41	SA	OE	3.OE.A.18	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
42	SA	OE	3.OE.A.19	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		
43	SA	OE	3.OE.A.20	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0		

Print Item Analysis
Report Date: 11/17/2023

Massachusetts Department of Elementary and Secondary Education
Education Analytics

Page: 2 of 2
Report Date: 11/17/2023

Grade 3 Math Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary
Spring 2022 MCAS Mathematics Grade 3
All Students

District: Rochester
Schools: Not Applicable

[Contact Us](#)

All Students: 72
Standards: MA 2017 Standards

Item Information					% Possible Points			
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	Correct	Wrong	Item-to-Item Ratio
44	SA	OA	3.OA.B.6	Determine the multiplication equation that can be used to solve a word problem.	1	63%	37%	0
45	SA	OA	3.OA.B.6	Determine the missing factor that can be used with the distributive property to find equivalent products.	1	63%	37%	0
46	SA	MF	3.OF.A.2	Use a number line to find the sum of two numbers.	1	73%	27%	-1
47	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
48	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
49	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
50	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
51	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
52	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
53	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
54	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
55	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
56	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
57	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
58	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
59	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
60	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
61	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
62	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
63	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
64	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
65	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
66	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
67	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
68	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
69	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
70	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
71	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0
72	SA	OE	3.OE.A.6	Measure the length of a line segment by using a ruler to the nearest millimeter.	1	63%	37%	0

Note: MCAS Results are reported for group counts of less than 10.

[Download Item, Student Work & Practice Tools](#)

Report By: district0211
Report Date: 11/10/2021

Massachusetts Department of Elementary and Secondary Education
Office of Assessment

Report ID: 2021
Page 3 of 3

Grade 4 Math Item Analysis

		IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 4 All Students				District: Rochester Schools: Not Applicable		Contact Us		
All Students: 52		Standards: MA 2017 Standards		Item Information					% Possible Points	
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	Correct	Wrong	Item-to-Item Ratio	Item-to-Item Ratio	
1	SA	OE	4.OE.A.1	Determine what addition equation involving numbers represents a given (worded) context.	1	75%	25%	0		
2	SA	OE	4.OE.B.1	Determine what one of several items gives for a multiplication problem of a four digit number times a three digit number is correct.	1	62%	38%	0		
3	SA	OE	4.OE.A.1	Identify whether an addition or subtraction equation can be used to solve a given problem.	1	60%	40%	1		
4	SA	OE	4.OE.B.1	Determine what number has a digit with a value that is 10 times the value of a digit in a given number.	1	63%	38%	0		
5	SA	OE	4.OE.C.2	Write a comparison of two decimals by handwriting using the symbols $>$, $=$, or $<$.	1	44%	56%	11		
6	SA	OE	4.OE.A.3	Identify the number of lines of symmetry in a given figure.	1	49%	49%	9		
7	SA	OE	4.OE.D.2	Identify the number of lines of symmetry in a given figure.	1	60%	40%	9		
8	SA	OE	4.OE.D.2	Determine the width of a rectangle given the area and height, or determine the height of a rectangle given the area and width, or determine the area of a rectangle given the width and height, or determine the perimeter of a rectangle given the width and height, or determine the length of a rectangle given the width and perimeter, or determine the width of a rectangle given the length and perimeter.	1	63%	38%	9		
9	SA	OE	4.OE.B.1	Solve a word problem by multiplying a factor by a whole number.	1	60%	40%	9		
10	SA	OE	4.OA.A.1	Write a multi-step real-world problem using multiplication and division, and solve it using a variety of representations.	1	60%	40%	0		
11	SA	OE	4.OE.A.1	Interpret a large set of data and use it to make a prediction, or use it to make						

Grade 4 Math Item Analysis Continued

Buy By: [download11](#)
 Report Date: 1/16/2016

Neuroscience Department of Elementary and Secondary Education
 Report: 7/10/16
 Page 4 of 5

November 17, 2022 - Rochester

Run By: daniel@ednet.ca
 Report Date: 11/10/2014
 Massachusetts Department of Elementary and Secondary Education
Report: 07001
Page 1 of 5

Grade 5 Math Item Analysis Continued

Run By: desd@desd.ca | Website: www.desd.ca | Department of Elementary and Secondary Education | Report Date: 11/19/2022 | Report ID: 17501 | Page 4 of 5

26

Run By: demetrisol1
 Report Date: 11/19/2022
 Massachusetts Department of Elementary and Secondary Education
 Salem, MA 01970
 Report: E100
 Page 5 of 5

26

November 17, 2022 - Rochester

2025 Release under E.O. 14176
 Massachusetts Department of Elementary and Secondary Education
 Open Access

Page 17

Grade 6 Math Item Analysis Continued

Grade 6 Math Item Analysis Continued

Grade 6 Math Item Analysis Continued

Grade 5 Science/Technology Achievement

Student Group : All Students

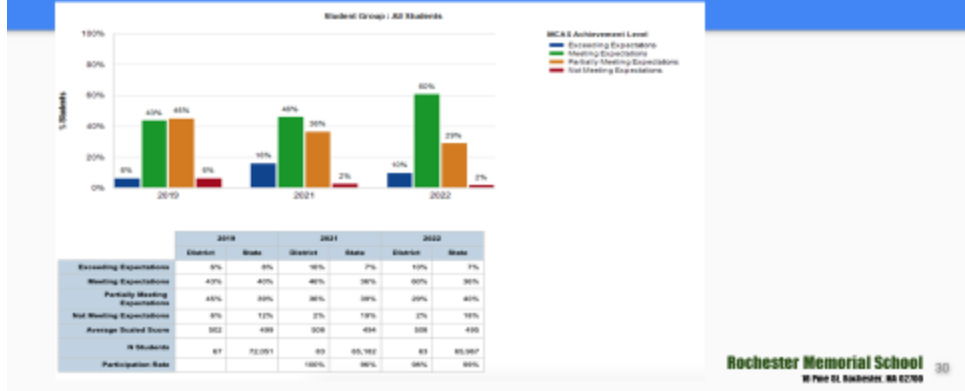
WCAE Achievement Level:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

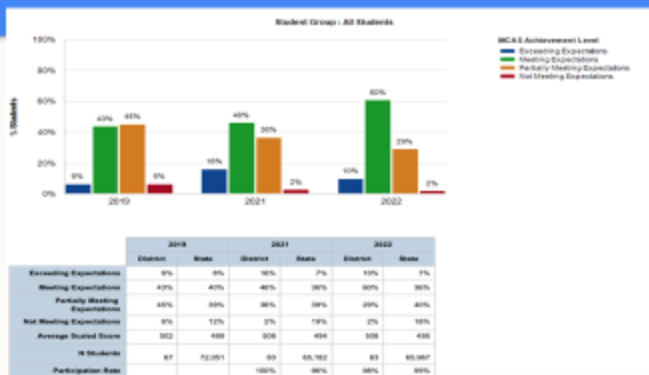
	2019		2021		2022	
	Student	State	Student	State	Student	State
Exceeding Expectations	3%	5%	10%	7%	10%	7%
Meeting Expectations	43%	40%	46%	38%	60%	30%
Partially Meeting Expectations	45%	39%	38%	39%	29%	40%
Not Meeting Expectations	5%	12%	3%	13%	3%	13%
Average Score	352	439	359	454	338	430
N Students	67	72,051	83	65,182	83	65,047
Participation Rate			100%	98%	98%	99%

Rochester Memorial School
30 Pine St, Rochester, NH 02109

Grade 5 Science/Technology Achievement



Grade 5 Science/Technology Achievement



Rochester Memorial School
10 Pine St. Rochester, NY 14620

District Achievement versus the State Achievement for Science Technology

	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations/ Advanced (2018)	6	8	16	7	10	7
Meeting Expectations/ Proficient (2018)	43	40	46	36	60	36
Partially Meeting Expectations/ Needs Improvement (2018)	45	39	36	39	29	40
Not Meeting Expectations/ Warning (2018)	6	12	2	19	2	18
Average Scaled Score/CPI (2018)	501.6	498.9	507.8	494.3	508.0	495.0
N Students	67	72,051	83	65,182	63	65,967
Participation Rates			100%	96%	98%	99%

31

Grade 5 Science Item Analysis

edwin IT201 MCAS District and School Test Item Analysis Summary
Spring 2022 MCAS Science and Technology-Engineering Grade 5
All Students

District: Rochester
School: Not Applicable

All Students: 63 Students: 64 2018 Standards Test Form: Regular

Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	Correct	Wrong	Correct %	Wrong %	Item ID
1	SA	LS	5-LS2-1	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	1
2	SA	LS	5-LS2-2	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	2
3	SA	LS	5-LS2-3	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	3
4	SA	LS	5-LS2-4	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	4
5	SA	LS	5-LS2-5	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	5
6	SA	LS	5-LS2-6	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	6
7	SA	LS	5-LS2-7	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	7
8	SA	LS	5-LS2-8	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	8
9	SA	LS	5-LS2-9	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	9
10	SA	LS	5-LS2-10	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	10
11	SA	LS	5-LS2-11	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	11
12	SA	LS	5-LS2-12	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	12
13	SA	LS	5-LS2-13	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	13
14	SA	LS	5-LS2-14	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	14
15	SA	LS	5-LS2-15	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	15
16	SA	LS	5-LS2-16	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	16
17	SA	LS	5-LS2-17	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	17
18	SA	LS	5-LS2-18	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	18
19	SA	LS	5-LS2-19	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	19
20	SA	LS	5-LS2-20	Describe how birds are related to a mother and a father.	None	1	20%	80%	20%	80%	20

Report generated by: [Name] Date: 11/17/2022

Massachusetts Department of Elementary and Secondary Education
Data Analysis

Report ID: 1020
Page 1 of 1

32

Areas of Strength - ELA

T301 MCAS Test and School Test Item Analysis Summary

(Spring 2022) MCAS Science and Technology/Engineering Grade 5

All Students

District: Rochester

School: T301 Appleton

All Students: 63

Standards: MA 2016 Standards

Test Form: Regular

Item Information				Item Possibility Points					
Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	Percent	Score	Correct/Total Item
00	000	00	2.0-2.0.2	Students should be able to understand the relationship between a system and its components.	A. Investigating and Analyzing	5	100%	100%	10
00	000	00	2.0-2.0.3	Students should be able to understand the relationship between a system and its components.	C. Generating and Testing	5	100%	100%	10
00	000	00	2.0-2.0.4	Students should be able to understand the relationship between a system and its components.	A. Investigating and Analyzing	5	100%	100%	5
00	000	00	2.0-2.0.5	Students should be able to understand the relationship between a system and its components.	B. Designing and Building	5	100%	100%	10
00	000	00	2.0-2.0.6	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.7	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.8	Students should be able to understand the relationship between a system and its components.	A. Investigating and Analyzing	5	100%	100%	10
00	000	00	2.0-2.0.9	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.10	Students should be able to understand the relationship between a system and its components.	A. Investigating and Analyzing	5	100%	100%	10
00	000	00	2.0-2.0.11	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.12	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.13	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.14	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.15	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.16	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.17	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.18	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.19	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.20	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.21	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.22	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.23	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.24	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.25	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.26	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.27	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.28	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.29	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.30	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.31	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.32	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.33	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.34	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.35	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.36	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.37	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.38	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.39	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.40	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.41	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.42	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.43	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.44	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.45	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.46	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.47	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.48	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.49	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.50	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.51	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.52	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.53	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.54	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.55	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.56	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.57	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.58	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.59	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.60	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.61	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.62	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.63	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.64	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.65	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.66	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.67	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.68	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.69	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.70	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.71	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.72	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.73	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.74	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.75	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.76	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.77	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.78	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.79	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.80	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.81	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.82	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.83	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.84	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.85	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.86	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.87	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.88	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.89	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.90	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.91	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.92	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.93	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.94	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.95	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.96	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.97	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.98	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.99	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.100	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.101	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.102	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.103	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.104	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.105	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.106	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.107	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.108	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.109	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.110	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.111	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.112	Students should be able to understand the relationship between a system and its components.	None	5	100%	100%	10
00	000	00	2.0-2.0.113	Students should be able to understand the relationship between a system and its components.	None	5			

- 39

Areas of Strength - Math

- Our grade 3 students outperformed the state by 18 and 16 points in standards 3.OA.A.4 - Determine which whole numbers will make given division and multiplication equations true and 3.MD.C.7 - Determine the area of rectangles by counting squares or by multiplying the length times the width, and then determine the total area of a rectilinear figure.
- In grade 4 students outperformed the state by 16 and 13 points on standards 4.NF.A.1 - Determine the denominator that will make a fraction equivalent to a given fraction and 4.MD.C.6 - Determine the measure of an angle shown with a drawing of a protractor.
- Our grade 5 students outperformed the state by 14 points on both standards 5.OA.A.1 - Place parentheses in an expression to make the expression equivalent to a given value and 5.NBT.A.3 - Write a decimal number given in word form in number form.
- Our grade 6 students outperformed the state by 35 and 31 points on standards 6.SP.A.2 - Determine the mean and the mode of a given data set and 6.EE.A.3 - Use the properties of operations to factor an expression into an equivalent expression.
- Overall all grade levels average score fell within the 65th percentile of the state with our grade 3, 4 and 5 scoring specifically in the 57th and 87th percentiles.

36

Areas of Strength - Science

- Grade 5 students outperformed the state on several science standards including scores over the state average by 26 points on standard 4.PS.4.3 - Determine that changing characters into a code is an example of encoding. 23 points on standard 5.ESS.2.2 - Explain why a bar graph about the different sources of freshwater and saltwater on Earth should be revised and 22 points on standard 4.ESS.2.1 - Interpret a diagram to determine how a rock is being weathered.
- All students scored an average scaled score of 508 which is greater than the meeting expectations mark of 500.
- Overall our grade 5 average score fell within the 85th percentile of the state for the Science and technology/Engineering test.

37

Action Steps

- During common planning time professional learning community meetings all grade level teams will continue to analyze item analysis data to identify areas of concern in all ELA, math and science standards.
- We will continue to identify and plan ways to differentiate instruction during general instruction and use of our flex block in all grade levels in order to ensure students needs are being met through intervention or enrichment.
- All grade level teams will continue to progress monitor their students throughout the school year while using Aimsweb data to measure progress.
- The Rochester Memorial literacy team and the district literacy team will collaborate with the Hill for Literacy and participate in the DESE Lead for Literacy working group in analyzing the DESE Literacy guidance, the Science of Reading, and develop a district wide literacy plan.
- We will conduct after school acceleration camps in both ELA and math for those students performing in the bottom 20-25% of these content areas in order to close any learning gaps that may have arose during the pandemic.
- Content area specialists will continue to work with grade level teams on best instructional practices as well as working directly with students in all grade levels.

38

Attendance

School attendance is compulsory. Attendance law states that:

- ***The Commonwealth of Massachusetts G.L. c. 76 sect. 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session.***
- ***Under G.L. c. 76, sect. 1, necessary absences by a student may not exceed 7 full-day or 14 half-day sessions in any 6-month period.***
- ***Under G.L. c. 76, sect. 1, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.***

All Massachusetts schools are accountable for student achievement. Every Student Succeeds Act (ESSA) mandate particular indicators of success for all schools with one being "chronic absenteeism." All students are considered "chronically absent" if they miss 10% of the school year. Full days of attendance are essential to the learning process. If a child is to be out of school, parents/guardians should call the nurse's office at **508-763-2647** before 9:00am on the morning of the absence. Please provide the following information in the message that you leave on the answering machine: **student's name, teacher, and reason for absence.** If a call is not received and a student is absent, the School Nurse uses the *Blackboard Connect* messaging system to contact parents/guardians at home or work. **After any absence, students should present a parent's note indicating the reason for the absence to the School Nurse.**

Absences are "excused" for only the following reasons:

- Bereavement
 - Hospitalization
 - School-sponsored trip
 - Documented court or legal commitment
 - Obligatory religious holidays
 - Illness substantiated by a note (Five days or more of continuous absences for medical reasons must be corroborated by a physician's note).
- weather so inclement as to endanger the health of the child

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Formatted: Font: (Default) Times, Font color: Black

Formatted: Font: Times New Roman, Font color: Auto

Formatted: Font:

Excessive absenteeism can occur because families take vacations during school time. This is strongly discouraged. Teachers will not provide assignments prior to vacations taken during school time. Upon students return, missed assignments will be made up as soon as possible. Missed assignments are factored into students' grades.

10

When Absences Exceed ~~Three~~Five or More Days

On the ~~third~~^{fifth} day of consecutive absence or tardiness, the school nurse or a designee of the principal will call the student's home. Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Formatted: Indent: Left: 0.43"

On the eighth day of an unexcused absence, the school attendance officer will be notified and a complaint for Failure to Cause School Attendance pursuant to G.L. c. 76, sect. 2 may be filed in Wareham District Court.

If the students' absences or tardiness occur on a regular basis and impede their academic progress, the school, as a mandated reporter, must consider filing a Child Requiring Assistance (CRS) report. Depending on circumstances, the school district may choose to file a 51A with the Massachusetts Department of Children and Families.

Tardiness

Tardiness negatively impacts the educational progress of all students. Therefore, the above policy will also be followed for excessive tardiness.

Dismissals

All dismissal policies are developed with students' learning and safety in mind. Policies are developed with input from the Rochester School Committee and town safety officials.

Dismissals during the School Day

No child will be dismissed from school during the day unless an authorized adult comes to the office to dismiss the student. This applies to daily, or occasional, pickup arrangements. Students being dismissed before the end of the school day must bring a note to the homeroom teacher that morning. Students will be called from class *when the parent/guardian arrives*.

Any Change in Dismissal Routine

To ensure each child's safety, a note from a child's parent/guardian must be provided before a child is allowed to leave school with any adult other than a parent or if

he/she is normally transported by bus. There must be a note for each change to a child's routine. Bus changes are allowed for childcare purposes only, not for play or party dates. Parent(s)/Guardian(s) must arrange with the office prior to a bus switch.



Old Rochester Regional School District

Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Rochester

From: Howard G. Barber, Assistant Superintendent of Finance & Operations

Cc: Michael S. Nelson, Superintendent of Schools

Date: January 19, 2023

Re: Financial Report – Fiscal Year 2023

Financial Report:

Please find the following financial report in relation to the general funds of Rochester Elementary School District:

- Budget Report by Department for January 15, 2023

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$376,926 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the total \$6,637,794 appropriated to the District, consisting of both the Rochester School District and the one-time non-annual student resource package.

- \$ 6,604,436 – General Fund Operating
- \$ 33,358 - Non-annual student resource package
- **\$ 6,637,794 - General Funds Approved**
- \$ 6,260,868 – Obligations Paid Year to Date
- **\$ 376,926 - Remaining Available Funds**

Bristol County Agricultural High School enrolled student operational budget of \$289,698 costs is pending its first billing to be received for payment.

- **\$ 289,698 – Bristol County Agricultural High School**
- \$ 266,145 - Obligations Paid Year to Date
- **\$ 23,553 - Remaining Available Funds**

Rochester Public Schools

FY22-23 APPROVED BUDGET - GENERAL FUNDS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.001.1107.06.37	CONFERENCE EXPENSE	\$300.00	\$535.00	\$535.00	(\$235.00)	\$0.00	(\$235.00)	-78.33%
01.305.001.1110.04.35	LEGAL COUNSEL	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.001.1110.04.36	MASC	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.001.1110.05.36	MISCELLANEOUS	\$1,700.00	\$200.00	\$200.00	\$1,500.00	\$0.00	\$1,500.00	88.24%
01.305.001.1111.04.36	DOE AUDIT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.001.1125.06.36	ADVERTISING	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$7,700.00	\$735.00	\$735.00	\$6,965.00	\$0.00	\$6,965.00	90.45%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$875.00	\$0.00	0.00%
01.305.004.1201.02.02	EXECUTIVE SECRETARY	\$2,600.00	\$0.00	\$0.00	\$2,600.00	\$0.00	\$2,600.00	100.00%
01.305.004.1204.04.02	SOFTWARE CONSULTANT	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$2,660.00	\$0.00	\$0.00	\$2,660.00	\$0.00	\$2,660.00	100.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$32,131.72	\$18,240.99	\$18,240.99	\$13,890.73	\$23,405.14	(\$9,514.41)	-29.61%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$12,655.24	\$6,449.46	\$6,449.46	\$6,205.78	\$2,170.75	\$4,035.03	31.88%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$0.00	\$1,400.00	100.00%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,735.00	\$9,560.87	\$9,560.87	\$13,174.13	\$15,643.42	(\$2,469.29)	-10.86%
01.305.004.1220.02.02	CLERICAL	\$8,166.31	\$4,075.56	\$4,075.56	\$4,090.75	\$5,329.59	(\$1,238.84)	-15.17%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$26,989.41	\$13,689.76	\$13,689.76	\$13,299.65	\$17,729.23	(\$4,429.58)	-16.41%
01.305.004.1410.03.02	FINANCE OFFICE	\$30,247.85	\$15,157.66	\$15,157.66	\$15,090.19	\$19,922.06	(\$4,831.87)	-15.97%
01.305.004.1420.03.02	HUMAN RESOURCES	\$11,508.69	\$6,281.26	\$6,281.26	\$5,227.43	\$8,213.94	(\$2,986.51)	-25.95%
01.305.004.1450.04.27	COMPUTER SERVICES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.004.4130.04.15	TELEPHONE	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.004.5300.04.21	COPIER RENTAL	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$162,019.22	\$73,455.56	\$73,455.56	\$88,563.66	\$93,289.13	(\$4,725.47)	-2.92%
01.305.007.2210.03.02	SUBSTITUTE COORDINATOR	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.007.2210.04.33	ASSOCIATION DUES	\$500.00	\$239.00	\$239.00	\$261.00	\$0.00	\$261.00	52.20%
01.305.007.2210.05.22	SUPPLIES ADMINISTRATION	\$500.00	\$678.52	\$678.52	(\$178.52)	\$296.48	(\$475.00)	-95.00%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$2,186.94	\$2,186.94	\$1,313.06	\$817.34	\$495.72	14.16%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$14,000.00	\$14,805.17	\$14,805.17	(\$805.17)	\$250.00	(\$1,055.17)	-7.54%
01.305.007.2210.05.25	POSTAGE	\$1,950.00	\$2,061.97	\$2,061.97	(\$111.97)	\$0.00	(\$111.97)	-5.74%
01.305.007.2210.06.37	TRAVEL & CONFERENCES	\$250.00	\$343.15	\$343.15	(\$93.15)	\$0.00	(\$93.15)	-37.26%
01.305.007.2211.01.02	PRINCIPALS	\$130,355.06	\$73,917.30	\$73,917.30	\$56,437.76	\$54,206.11	\$2,231.65	1.71%
01.305.007.2211.02.09	PRINCIPAL'S SECRETARY	\$44,138.93	\$20,375.40	\$20,375.40	\$23,763.53	\$23,771.35	(\$7.82)	-0.02%
01.305.007.2212.02.08	AIDES SUPERVISORY	\$16,632.60	\$4,968.28	\$4,968.28	\$11,664.32	\$9,884.96	\$1,779.36	10.70%
01.305.007.2231.01.02	ASSISTANT PRINCIPAL	\$112,926.43	\$63,917.85	\$63,917.85	\$49,008.58	\$46,873.25	\$2,135.33	1.89%
01.305.007.2356.06.37	PROFESSIONAL DEVELOPMENT	\$27,000.00	\$22,503.00	\$22,503.00	\$4,497.00	\$2,350.00	\$2,147.00	7.95%
01.305.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$1,500.00	\$379.00	\$379.00	\$1,121.00	\$0.00	\$1,121.00	74.73%
01.305.007.5204.06.38	POSITION BONDS	\$100.00	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	0.00%
01.305.007.5300.04.28	COPIER RENTAL	\$7,920.00	\$3,854.40	\$3,854.40	\$4,065.60	\$3,945.60	\$120.00	1.52%
	Dept: ADMINISTRATION REG DAY - 007	\$363,273.02	\$210,329.98	\$210,329.98	\$152,943.04	\$142,395.09	\$10,547.95	2.90%
01.305.010.2305.01.03	TEACHERS	\$1,950,997.00	\$813,943.72	\$813,943.72	\$1,137,053.28	\$1,094,053.10	\$43,000.18	2.20%
01.305.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$20,808.16	\$20,808.16	\$29,191.84	\$0.00	\$29,191.84	58.38%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$736.61	\$736.61	\$1,763.39	\$4.35	\$1,759.04	70.36%
01.305.010.2350.06.37	TRAVEL,TRANS,CONFERENCES	\$5,000.00	\$3,457.00	\$3,457.00	\$1,543.00	\$2,175.00	(\$632.00)	-12.64%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$590.00	\$590.00	\$11,410.00	\$0.00	\$11,410.00	95.08%

Rochester Public Schools

FY22-23 APPROVED BUDGET - GENERAL FUNDS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2356.04.03	TUITION REIMBURSEMENT	\$10,500.00	\$0.00	\$0.00	\$10,500.00	\$0.00	\$10,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$2,030,997.00	\$839,535.49	\$839,535.49	\$1,191,461.51	\$1,096,232.45	\$95,229.06	4.69%
01.305.013.2300.05.23	SUPPLIES	\$500.00	\$211.26	\$211.26	\$288.74	\$0.00	\$288.74	57.75%
01.305.013.2305.01.03	TEACHERS	\$255,489.00	\$109,795.49	\$109,795.49	\$145,693.51	\$145,868.51	(\$175.00)	-0.07%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$55,478.16	\$44,498.15	\$44,498.15	\$10,980.01	\$58,688.82	(\$47,708.81)	-86.00%
	Dept: KINDERGARTEN - 013	\$311,467.16	\$154,504.90	\$154,504.90	\$156,962.26	\$204,557.33	(\$47,595.07)	-15.28%
01.305.016.2305.01.03	TEACHERS	\$94,519.00	\$41,353.00	\$41,353.00	\$53,166.00	\$54,895.00	(\$1,729.00)	-1.83%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$1,500.00	\$1,473.21	\$1,473.21	\$26.79	\$0.00	\$26.79	1.79%
	Dept: ART PROGRAM - 016	\$96,019.00	\$42,826.21	\$42,826.21	\$53,192.79	\$54,895.00	(\$1,702.21)	-1.77%
01.305.022.2303.02.08	AIDES CLASSROOM	\$0.00	\$825.00	\$825.00	(\$825.00)	\$0.00	(\$825.00)	0.00%
01.305.022.2305.01.03	TEACHERS	\$91,284.00	\$56,214.34	\$56,214.34	\$35,069.66	\$69,884.74	(\$34,815.08)	-38.14%
01.305.022.2356.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$359.42	\$359.42	\$640.58	\$0.00	\$640.58	64.06%
01.305.022.2430.05.23	SUPPLIES	\$2,000.00	\$1,768.83	\$1,768.83	\$231.17	\$0.00	\$231.17	11.56%
	Dept: READING - 022	\$94,284.00	\$59,167.59	\$59,167.59	\$35,116.41	\$69,884.74	(\$34,768.33)	-36.88%
01.305.024.2305.01.03	TEACHERS	\$0.00	\$4,058.40	\$4,058.40	(\$4,058.40)	\$9,131.35	(\$13,189.75)	0.00%
01.305.024.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$72.57	\$72.57	\$427.43	\$122.43	\$305.00	61.00%
01.305.024.2430.05.23	SUPPLIES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Dept: ELL PROGRAM - 024	\$750.00	\$4,130.97	\$4,130.97	(\$3,380.97)	\$9,253.78	(\$12,634.75)	-1684.63%
01.305.025.2430.05.23	SUPPLIES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: ENGLISH - 025	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.037.2430.05.23	SUPPLIES	\$500.00	\$875.17	\$875.17	(\$375.17)	\$0.00	(\$375.17)	-75.03%
	Dept: MATHEMATICS - 037	\$500.00	\$875.17	\$875.17	(\$375.17)	\$0.00	(\$375.17)	-75.03%
01.305.040.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	0.00%
01.305.040.2340.01.03	LIBRARIAN	\$103,540.00	\$44,100.67	\$44,100.67	\$59,439.33	\$59,189.33	\$250.00	0.24%
01.305.040.2430.05.23	SUPPLIES	\$500.00	\$150.67	\$150.67	\$349.33	\$0.00	\$349.33	69.87%
01.305.040.2501.05.23	BOOKS & MAGAZINES	\$0.00	\$192.70	\$192.70	(\$192.70)	\$0.00	(\$192.70)	0.00%
01.305.040.2503.05.23	RESOURCE MATERIALS	\$0.00	\$2,085.00	\$2,085.00	(\$2,085.00)	\$0.00	(\$2,085.00)	0.00%
01.305.040.4230.04.29	MAINTENANCE OF EQUIPMENT	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
	Dept: MEDIA SERVICES - 040	\$104,240.00	\$46,529.04	\$46,529.04	\$57,710.96	\$59,439.33	(\$1,728.37)	-1.66%
01.305.043.2305.01.03	TEACHERS	\$144,116.20	\$58,989.96	\$58,989.96	\$85,126.24	\$77,920.24	\$7,206.00	5.00%
01.305.043.2430.05.23	SUPPLIES	\$400.00	\$508.43	\$508.43	(\$108.43)	\$0.00	(\$108.43)	-27.11%
01.305.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$120.00	\$0.00	\$0.00	\$120.00	\$0.00	\$120.00	100.00%
	Dept: MUSIC - 043	\$144,636.20	\$59,498.39	\$59,498.39	\$85,137.81	\$77,920.24	\$7,217.57	4.99%
01.305.049.2305.01.03	TEACHERS	\$124,688.80	\$53,317.47	\$53,317.47	\$71,371.33	\$71,371.33	\$0.00	0.00%
01.305.049.2430.05.23	SUPPLIES	\$1,500.00	\$1,574.12	\$1,574.12	(\$74.12)	\$0.00	(\$74.12)	-4.94%
	Dept: PHYSICAL EDUCATION - 049	\$126,188.80	\$54,891.59	\$54,891.59	\$71,297.21	\$71,371.33	(\$74.12)	-0.06%
01.305.052.2305.01.03	TEACHERS	\$103,995.00	\$44,555.67	\$44,555.67	\$59,439.33	\$59,439.33	\$0.00	0.00%
01.305.052.2430.05.23	SUPPLIES	\$5,000.00	\$5,988.65	\$5,988.65	(\$988.65)	\$0.00	(\$988.65)	-19.77%
	Dept: SCIENCE - 052	\$108,995.00	\$50,544.32	\$50,544.32	\$58,450.68	\$59,439.33	(\$988.65)	-0.91%
01.305.055.2430.05.23	SUPPLIES	\$1,500.00	\$5,851.20	\$5,851.20	(\$4,351.20)	\$0.00	(\$4,351.20)	-290.08%

Rochester Public Schools

FY22-23 APPROVED BUDGET - GENERAL FUNDS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: SOCIAL STUDIES - 055	\$1,500.00	\$5,851.20	\$5,851.20	(\$4,351.20)	\$0.00	(\$4,351.20)	-290.08%
01.305.061.2351.05.23	SUPPLIES	\$6,500.00	\$645.80	\$645.80	\$5,854.20	\$0.00	\$5,854.20	90.06%
01.305.061.2356.01.03	PD Stipends - Curriculum	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.305.061.2356.01.35	PD STIPENDS - CURRICULUM	\$0.00	\$775.14	\$775.14	(\$775.14)	\$0.00	(\$775.14)	0.00%
01.305.061.2430.05.23	ACADEMIC SUPPLIES	\$0.00	\$3,308.00	\$3,308.00	(\$3,308.00)	\$0.00	(\$3,308.00)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$14,000.00	\$4,728.94	\$4,728.94	\$9,271.06	\$0.00	\$9,271.06	66.22%
01.305.076.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	0.00%
01.305.076.3200.01.11	PHYSICIAN	\$0.00	\$0.00	\$0.00	\$0.00	\$602.00	(\$602.00)	0.00%
01.305.076.3200.04.11	PHYSICIAN SVCS- CONTRACTED	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.305.076.3200.05.23	SUPPLIES	\$2,500.00	\$1,056.74	\$1,056.74	\$1,443.26	\$0.00	\$1,443.26	57.73%
01.305.076.3200.06.37	TRAVEL & CONFERENCES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.305.076.3202.01.11	NURSE	\$81,234.00	\$34,262.47	\$34,262.47	\$46,971.53	\$46,721.53	\$250.00	0.31%
01.305.076.3202.03.34	SUBSTITUTE - NURSE	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
	Dept: HEALTH SERVICES - 076	\$85,584.00	\$35,319.21	\$35,319.21	\$50,264.79	\$47,573.53	\$2,691.26	3.14%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$326,000.00	\$138,676.10	\$138,676.10	\$187,323.90	\$187,004.90	\$319.00	0.10%
01.305.079.3301.06.14	FUEL ADJUSTMENT	\$8,400.00	\$17,631.68	\$17,631.68	(\$9,231.68)	\$0.00	(\$9,231.68)	-109.90%
	Dept: TRANSPORTATION REG DAY - 079	\$334,400.00	\$156,307.78	\$156,307.78	\$178,092.22	\$187,004.90	(\$8,912.68)	-2.67%
01.305.085.3521.05.23	PRINTING HANDBOOKS	\$1,100.00	\$1,149.40	\$1,149.40	(\$49.40)	\$0.00	(\$49.40)	-4.49%
01.305.085.3522.06.36	STUDENT ACTIVITIES	\$0.00	\$333.86	\$333.86	(\$333.86)	\$0.00	(\$333.86)	0.00%
	Dept: MISCELLANEOUS - 085	\$1,100.00	\$1,483.26	\$1,483.26	(\$383.26)	\$0.00	(\$383.26)	-34.84%
01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$15,725.07	\$8,375.56	\$8,375.56	\$7,349.51	\$10,952.64	(\$3,603.13)	-22.91%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$55,000.00	\$25,211.34	\$25,211.34	\$29,788.66	\$24,682.81	\$5,105.85	9.28%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$137,000.00	\$60,251.96	\$60,251.96	\$76,748.04	\$76,748.04	\$0.00	0.00%
01.305.088.4120.04.17	HEAT	\$67,000.00	\$29,971.68	\$29,971.68	\$37,028.32	\$35,028.32	\$2,000.00	2.99%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$3,206.45	\$3,206.45	\$5,793.55	\$2,641.42	\$3,152.13	35.02%
01.305.088.4130.04.16	ELECTRICITY	\$106,000.00	\$55,338.06	\$55,338.06	\$50,661.94	\$50,661.94	\$0.00	0.00%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$8,500.00	\$4,564.59	\$4,564.59	\$3,935.41	\$1,935.41	\$2,000.00	23.53%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$4,500.00	\$12,732.65	\$12,732.65	(\$8,232.65)	\$300.00	(\$8,532.65)	-189.61%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$16,190.00	\$38,841.71	\$38,841.71	(\$22,651.71)	\$25,477.16	(\$48,128.87)	-297.28%
01.305.088.4220.05.26	CHEMICALS	\$5,800.00	\$6,597.82	\$6,597.82	(\$797.82)	\$402.18	(\$1,200.00)	-20.69%
01.305.088.4220.05.27	PAPER	\$5,900.00	\$4,634.35	\$4,634.35	\$1,265.65	\$1,621.69	(\$356.04)	-6.03%
01.305.088.4230.04.32	MAINTENANCE OF EQUIPMENT	\$14,150.00	\$860.00	\$860.00	\$13,290.00	\$25.00	\$13,265.00	93.75%
	Dept: OPERATION & MAINTENANCE - 088	\$444,765.07	\$250,586.17	\$250,586.17	\$194,178.90	\$230,476.61	(\$36,297.71)	-8.16%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$69,283.62	\$30,264.76	\$30,264.76	\$39,018.86	\$39,547.23	(\$528.37)	-0.76%
01.305.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$414.00	\$414.00	(\$414.00)	\$0.00	(\$414.00)	0.00%
01.305.093.2430.05.23	SOFTWARE	\$5,000.00	\$2,305.00	\$2,305.00	\$2,695.00	\$267.00	\$2,428.00	48.56%
01.305.093.2451.05.23	EDUCATIONAL EQUIPT	\$5,000.00	\$699.27	\$699.27	\$4,300.73	\$0.00	\$4,300.73	86.01%
01.305.093.4130.04.15	TELEPHONE	\$14,500.00	\$5,070.02	\$5,070.02	\$9,429.98	\$2,213.20	\$7,216.78	49.77%
01.305.093.4230.04.29	MAINTENANCE OF EQUIPMENT/WEB	\$0.00	\$500.00	\$500.00	(\$500.00)	\$0.00	(\$500.00)	0.00%
	Dept: COMPUTER PROGRAM - 093	\$93,783.62	\$39,253.05	\$39,253.05	\$54,530.57	\$42,027.43	\$12,503.14	13.33%
01.305.100.1104.04.36	LEGAL SERVICES	\$8,500.00	\$43.00	\$43.00	\$8,457.00	\$8,457.00	\$0.00	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$21,975.20	\$10,928.59	\$10,928.59	\$11,046.61	\$14,291.24	(\$3,244.63)	-14.76%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$10,933.59	\$5,457.58	\$5,457.58	\$5,476.01	\$7,136.85	(\$1,660.84)	-15.19%
01.305.100.2110.06.37	TRAVEL & CONFERENCES	\$6,500.00	\$2,550.00	\$2,550.00	\$3,950.00	\$0.00	\$3,950.00	60.77%

Rochester Public Schools

FY22-23 APPROVED BUDGET - GENERAL FUNDS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.100.2415.04.33	ASSOCIATION DUES	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
01.305.100.4130.04.15	TELEPHONE	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
01.305.100.4230.04.31	SOFTWARE LICENSE	\$2,600.00	\$0.00	\$0.00	\$2,600.00	\$0.00	\$2,600.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$50,808.79	\$18,979.17	\$18,979.17	\$31,829.62	\$29,885.09	\$1,944.53	3.83%
01.305.102.2110.06.37	TRAVEL & CONFERENCES	\$200.00	\$32.88	\$32.88	\$167.12	\$167.12	\$0.00	0.00%
01.305.102.2305.01.03	TEACHERS	\$46,022.00	\$19,953.53	\$19,953.53	\$26,068.47	\$26,068.51	(\$0.04)	0.00%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$61,001.36	\$26,952.84	\$26,952.84	\$34,048.52	\$35,043.39	(\$994.87)	-1.63%
01.305.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$0.00	\$0.00	\$300.00	\$23.00	\$277.00	92.33%
01.305.102.2430.05.24	SUPPLIES & MATERIALS	\$1,000.00	\$194.40	\$194.40	\$805.60	\$380.60	\$425.00	42.50%
	Dept: PROJECT GROW - 102	\$108,523.36	\$47,133.65	\$47,133.65	\$61,389.71	\$61,682.62	(\$292.91)	-0.27%
01.305.103.2305.01.03	TEACHERS	\$621,537.00	\$262,514.81	\$262,514.81	\$359,022.19	\$355,490.19	\$3,532.00	0.57%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$146,501.60	\$29,850.62	\$29,850.62	\$116,650.98	\$33,529.47	\$83,121.51	56.74%
01.305.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.305.103.2430.05.24	SUPPLIES	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.305.103.2450.05.24	EDUCATIONAL EQUIPMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
01.305.103.3300.02.08	BUS MONITORS	\$15,000.00	\$14,912.43	\$14,912.43	\$87.57	\$0.00	\$87.57	0.58%
	Dept: LEARNING SUPPORT CENTER - 103	\$789,338.60	\$307,277.86	\$307,277.86	\$482,060.74	\$389,019.66	\$93,041.08	11.79%
01.305.118.2305.01.03	TEACHERS	\$208,045.00	\$89,166.34	\$89,166.34	\$118,878.66	\$118,878.66	\$0.00	0.00%
01.305.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$750.00	\$259.00	\$259.00	\$491.00	\$0.00	\$491.00	65.47%
01.305.118.2430.05.24	SUPPLIES	\$2,000.00	\$2,011.37	\$2,011.37	(\$11.37)	\$0.00	(\$11.37)	-0.57%
01.305.118.2450.05.24	EDUCATIONAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.118.2800.04.35	SPEECH THERAPY	\$50,500.00	\$76.10	\$76.10	\$50,423.90	\$228.31	\$50,195.59	99.40%
	Dept: SPEECH - 118	\$262,295.00	\$91,512.81	\$91,512.81	\$170,782.19	\$119,106.97	\$51,675.22	19.70%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$16,941.48	\$16,941.48	(\$16,941.48)	\$19,765.14	(\$36,706.62)	0.00%
01.305.121.2211.02.09	SPED SECRETARY	\$37,252.63	\$555.00	\$555.00	\$36,697.63	\$0.00	\$36,697.63	98.51%
01.305.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$2,400.00	\$2,400.00	\$3,600.00	\$3,600.00	\$0.00	0.00%
01.305.121.2350.04.35	SPECIALIZED INSTRUCTION	\$25,000.00	\$3,050.00	\$3,050.00	\$21,950.00	\$10,200.00	\$11,750.00	47.00%
01.305.121.2415.05.24	SUPPLIES	\$2,000.00	\$1,883.42	\$1,883.42	\$116.58	\$0.00	\$116.58	5.83%
01.305.121.2440.04.35	EXTENDED YEAR SERVICES	\$70,000.00	\$6,285.26	\$6,285.26	\$63,714.74	\$2,535.74	\$61,179.00	87.40%
01.305.121.2801.04.35	THERAPY	\$115,000.00	\$30,744.52	\$30,744.52	\$84,255.48	\$46,102.48	\$38,153.00	33.18%
	Dept: SUPPORT SERVICES - 121	\$255,252.63	\$61,859.68	\$61,859.68	\$193,392.95	\$82,203.36	\$111,189.59	43.56%
01.305.127.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	(\$500.00)	0.00%
01.305.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$900.00	\$100.00	\$100.00	\$800.00	\$0.00	\$800.00	88.89%
01.305.127.2450.05.24	EDUCATIONAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.127.2800.01.03	SOCIAL WORKER(S)	\$186,463.00	\$80,432.99	\$80,432.99	\$106,030.01	\$109,556.01	(\$3,526.00)	-1.89%
01.305.127.2800.05.24	SUPPLIES	\$2,500.00	\$435.25	\$435.25	\$2,064.75	\$435.00	\$1,629.75	65.19%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,500.00	\$1,932.00	\$1,932.00	\$6,568.00	\$5,796.00	\$772.00	9.08%
01.305.127.2800.06.37	TRAVEL & CONFERENCES	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
01.305.127.2801.01.03	PSYCHOLOGIST	\$74,819.00	\$7,596.36	\$7,596.36	\$67,222.64	\$19,280.00	\$47,942.64	64.08%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$275,082.00	\$90,496.60	\$90,496.60	\$184,585.40	\$135,567.01	\$49,018.39	17.82%
01.305.130.3302.06.12	TRANS/INTEGRATED(502.1-502.3)	\$29,700.00	\$25,358.75	\$25,358.75	\$4,341.25	\$1,600.00	\$2,741.25	9.23%
01.305.130.3303.06.12	MCKINNEY VENTO	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.305.130.3304.06.12	TRANS/COLLABORATIVES (502.4)	\$44,720.00	\$3,987.00	\$3,987.00	\$40,733.00	\$33,759.00	\$6,974.00	15.59%
01.305.130.3305.06.12	TRANS/DAY PROGRAMS (502.5)	\$31,580.00	\$0.00	\$0.00	\$31,580.00	\$31,568.13	\$11.87	0.04%
	Dept: SPED TRANSPORTATION - 130	\$116,000.00	\$29,345.75	\$29,345.75	\$86,654.25	\$66,927.13	\$19,727.12	17.01%

Rochester Public Schools

FY22-23 APPROVED BUDGET - GENERAL FUNDS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.133.9305.06.13	TUITION DAY SCHOOLS (502.5)	\$56,491.00	\$0.00	\$0.00	\$56,491.00	\$56,430.00	\$61.00	0.11%
01.305.133.9404.06.13	TUITION COLLABORATIVES (502.4)	\$197,300.00	\$42,322.39	\$42,322.39	\$154,977.61	\$94,804.31	\$60,173.30	30.50%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$253,791.00	\$42,322.39	\$42,322.39	\$211,468.61	\$151,234.31	\$60,234.30	23.73%
Grand Total:		\$6,637,793.47	\$2,779,481.73	\$2,779,481.73	\$3,858,311.74	\$3,481,386.37	\$376,925.37	5.68%

End of Report

Rochester Public Schools

FY22-23 APPROVED BUDGET - BCAHS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.307.079.3303.06.14	BRISTOL AGGIE TRANSPORTATION	\$45,000.00	\$12,008.00	\$12,008.00	\$32,992.00	\$16,432.00	\$16,560.00	36.80%
	Dept: TRANSPORTATION REG DAY - 079	\$45,000.00	\$12,008.00	\$12,008.00	\$32,992.00	\$16,432.00	\$16,560.00	36.80%
01.307.097.9102.06.36	BRISTOL AGGIE TUITION	\$244,698.30	\$237,705.27	\$237,705.27	\$6,993.03	\$0.00	\$6,993.03	2.86%
	Dept: PROGRAMS W/OTHERS REG DAY - 097	\$244,698.30	\$237,705.27	\$237,705.27	\$6,993.03	\$0.00	\$6,993.03	2.86%
Grand Total:		\$289,698.30	\$249,713.27	\$249,713.27	\$39,985.03	\$16,432.00	\$23,553.03	8.13%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: January 2023
Rochester Memorial School

Directors Update:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- Had a successful Board of Health Inspection.
- Meal Price Increase will take effect on February 1, 2023
 - This increase in price will only apply to any additional meals purchased by a student
 - Each student will continue to receive 1 Free Breakfast and 1 Free Lunch per day throughout the remainder of this school year.

Student Meal Participation:

Students Receiving Free and Reduced Meals:

Free 102 → 21%

Reduced: 9 → 2%

	SY 22				SY 23			
	Breakfast Counts	%	Lunch Counts	%	2227127	%	Lunch Counts	%
August	16	3%	142	28%	161	17%	425	45%
September	1197	13%	4295	45%	2552	28%	5328	58%
October	1597	19%	4431	52%	2547	28%	5678	62%
November	1674	21%	4441	55%	2127	27%	4837	62%
December	1502	19%	4447	57%	1921	26%	4746	64%
January	1592	20%	4506	57%				
February	1413	20%	4155	59%				
March	2408	22%	6423	58%				
April	1597	22%	4352	61%				
May	2483	25%	6174	62%				
June	2002	25%	4647	59%				

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: jillhenesey@oldrochester.org

<https://www.facebook.com/ORRnutrition4kids>



Facilities Director's Report: January 2023

Rochester Memorial Elementary School

- Gilly Leonardo appointed as Supervisor of Buildings and Grounds
- Conduct one snow/ice removal operation.
- Replace broken parking lot light pole.
- Replaced washing machine.
- Conducted routine maintenance on all facility systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

**Rochester Memorial
School Committee Meeting
Monday January 23, 2023**

Principal's Report

- Congratulations to the 5th and 6th grade chorus, band and jazz band members on their outstanding performance during the annual RMS Holiday Concert. Additionally, I would like to thank Ms. Audette, Mrs. Laprise and our accompanist Ms. Sparklin for planning, organizing and directing the concert. Their commitment and dedication to the RMS Music program was on full display during the event as each performance demonstrated how well prepared our musicians were. Lastly, thank you to Mrs. Hemenway for the beautiful decorative festive artwork.

- On Friday January 5th we welcomed the members of the District Leadership Council for a learning walk visit focused on teaching and learning here at RMS.

- We hosted a Nature's Classroom parent/guardian informational session on Monday January 9th 6:30pm - 7:30pm in the RMS cafeteria. The session included a presentation from the Nature's Classroom staff on information related to the student experience and they answered any questions our parents/guardians may have had. Additionally, the grade 6 team presented important information regarding health forms, packing list and payment.

- The RMS Hill for Literacy team met with our sister school Hill teams and a representative from the Hill on Tuesday January 10th to begin planning our district literacy plan. Additionally, on Wednesday January 18th some members from the same RMS Hill team and I participated in session four of the Lead 4 Literacy workshop through the DESE.

- At this time of the school year, we look forward to welcoming our incoming kindergarten families through our annual parent/guardian informational session held here at RMS. During this session, families learn how they can register their incoming kindergartner for the 2023-2024 school year and get insight into what the kindergarten experience will be like for their child. A letter will go out to all of incoming K families later this month with details regarding this informational meeting.

December 2022 Annual Report for 21-22

READS Collaborative

Promoting the success and well-being of every learner since 1974



Regional Educational Assessment and Diagnostic Services (READS) Collaborative

105 East Grove St., Middleborough, MA 02346

READS Collaborative's mission is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

www.readscollab.org



Approved by the Board on November 17, 2022

READS Collaborative is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 18 Member Districts.

Leadership at READS Collaborative

READS Collaborative is governed by a Board of Directors which consists of the superintendent from each Member District.

Executive Committee as of December 2022

President – Paula Bailey, Ed.D., Superintendent, Acushnet

Vice-President – John Cabral, Superintendent, Taunton

Secretary/Clerk – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

- Peter Schafer, Superintendent, Abington
- Melissa Ryan, Superintendent, Berkley
- Derek Swenson, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Carolyn Lyons, J.D., Superintendent, Middleborough
- Michael Nelson, Superintendent, Marion, Mattapoissett, Rochester
- Joseph Baeta, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Paul Tzovolos, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Melissa Leary, Carver
- Marie-juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Ashley Bouley, Freetown-Lakeville Regional
- Craig Davidson, Marion, Mattapoissett, and Rochester
- Jennifer Healy, Middleborough
- Vincent Cerce, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathy Marble, West Bridgewater

READS Collaborative Administration

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director

READS Collaborative Treasurer – Patrick Meagher

READS Collaborative Administrative Leadership Team

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Carrie Smith, Academy Clinical Director
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program, High School & Outreach
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program. Preschool-8th
- Bethany Estrella, OTD, Coordinator, District Services
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Technology Coordinator
- John Dorn, Psy.D., Neuropsychologist
- Rachael Kent, Student Support and Referral Coordinator, READS Academy PreK-12+

READS Collaborative Mission Statement

The mission of READS Collaborative is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

Guiding Beliefs and Core Values

- **RESPECT** for each other through strong connections to students and families fosters active engagement in the student's education.
- **ENCOURAGEMENT** of a sense of belonging and responsibility for the community is essential to student social and emotional well-being.
- **ACHIEVEMENT** promotes a sense of comfort, confidence and growth when an individual's needs are met. Continuous assessment of programs and services assures student learning, achievement and growth.
- **DETERMINATION** is an essential trait to cultivate in order for students to contribute to an increasingly diverse, complex, technological, and rapidly changing global society.
- **SUCCESS** of the students, and the organization, is accomplished through a respectful approach to shared decision-making, meaningful encouragement, recognition of achievement and determination to continuously improve.

Vision Statement

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of **READS Collaborative** takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.
- **READS Collaborative** emphasizes determination as the key to achieving academic growth and to preparing for a successful transition to a general education setting, higher education or vocation, and a productive adult life.
- **READS Collaborative** continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. **READS Collaborative** continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

READS Collaborative is a non-profit, public educational organization that specializes in the development of regional educational programs for children with low incidence disabilities. READS Collaborative provides diagnostic services, therapeutic services, assistive technology consultation, summer programming and professional development throughout the region. READS Collaborative provides comprehensive educational programming for children with emotional and/or social challenges and children who are Deaf or hard-of-hearing.

READS Collaborative is focused on the mission to *provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner*. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 18 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

READS Collaborative builds connections between students, families, school districts and community

services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for passing state tests, receiving a high school diploma and exploring options for higher education or employment.

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service – 48
- Employees – 146
- 18 Member Districts:
Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater
- Total Member and Non-Member Districts Served – 18 Members, 30+ Non-Members

Programs Sites

Norton, West Bridgewater, Middleborough, Taunton (Bristol-Plymouth VTHS)

Enrollment

- READS Academy – 97 students
- Deaf and Hard of Hearing Program – 49 students
- Family Success Partnership – 65 families
- District Services - approximately 300

Programs and Services Provided to Member and Non-Member Districts

● Administrative Mentoring
● Alternative Education/Therapeutic Intervention Program K -12+ Public Day Program - READS Academy Program
● Assistive Technology Assessments and Consultation
● Augmentative and Alternative Communication (AAC) Assessments and Consultation
● Clinical Evaluations
● Deaf and Hard-of-Hearing Program (PreK-12+)
● District Services (Therapeutic Intervention and Support)

● Early Intervention – Specialized Deaf and Hard of Hearing Services (birth to 3)
● Educational Audiology Consultation
● Family Success Partnership (Wraparound Services)
● Grant Applications, as a collaboration of districts
● In-District Program Consultation
● Program Evaluations and Consultation to School Districts
● Program Evaluation
● Professional Development
● Social Emotional Learning and Behavioral Health Consultation
● Summer Programs
● Teacher of the Deaf Consultation

Staff Demographics *Indicates part-time or per diem staff

Administrators/Directors/Coordinators Executive Director (1) Program Directors (5) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1) Clinical Director (Academy)(1)	11	Administrative Clerks and Secretaries Administrative Assistant to Executive Director (1) Business Office Associate and Title IX Coordinator (1) Business Office Associate (1) Administrative Secretary (1) *Transcriptionist (part-time)	5
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*31	Special Education Administrative Clerks and Secretaries Program Secretaries	5
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	30	Counselors	11
*Occupational Therapists & Assistants	6	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	12
*Clinical Psychologists	3	School Psychologists	2
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1	
--	---	--

Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

The **READS Collaborative Agreement** sets forth the purpose of the collaborative as:

“The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

The focus of READS Collaborative is the provision and creation of special education programs and services in the least restrictive environment, the provision of diagnostic assessments for children within the local communities, and the delivery of professional development for educators.

The overall objectives of READS Collaborative are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;*
- 2. to improve the academic growth of students;*
- 3. to provide a range of diagnostic educational assessments for local districts;*
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers; and*
- 5. to expand programs and services in a manner consistent with the needs of the Member Districts.”*

The **READS Collaborative Strategic Plan** for 2021 -2024 sets forth the following priorities.

- Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- Enhance programs and services to better serve the students and families, our staff, and the member districts.
- Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

Continuing Impact of the Ongoing Pandemic

As students in surrounding districts returned to more in-person learning throughout the state last year the predicted increase in mental health concerns and emotional challenges resulted in corresponding increase in: referrals for placements in the READS Alternative Program; requests for counselors, psychologists and other mental health professionals; increasing the number of evaluations conducted at READS Clinic; and a critical need for additional staff to meet the needs of the students. Due to the staffing shortages that are plaguing schools throughout the country, READS now has instituted a waiting list for students who are referred but cannot be accepted because of the vacant positions in our programs.

READS made a commitment throughout the pandemic to maintain staffing levels, even when enrollment was low and finances were challenging, in order to sustain the capacity to accept students who are referred to our programs. The lack of applicants for open positions is a newer challenge within the last 8 months that is having a negative impact on the capacity to accept students from our sending districts.

The pandemic also continues to have a negative impact on a consistent rate of attendance for staff and students. During the 2021-2022, for the first time READS had over 20% of the days in the school year when 20-30% of the staff were absent.

An additional challenge that continues to be felt by all educators is the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having any sustainable supports in place to improve their emotional wellbeing.

Program Specific Progress Toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and

READS is in the process of revising the Collaborative Agreement for approval by the Board, Member School Committees and the DESE. The agreement is being revised to admit two new members – Brockton Public Schools and Whitman-Hanson Regional School District, and to adjust and refine language in the finance section.

A brief overview of the actions taken in the past year to meet the 5 objectives of READS Collaborative as set forth in the Collaborative Agreement are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;**
 - a. Grants received: Capital Skills, Safe and Supportive Schools Grant, application for MTSS – MH grant, SSVP/COPS Grant, MASSCUE scholarships for staff participation.
 - b. Tuition increases were 4% despite financial challenges due to the pandemic.
 - c. Two additional districts are seeking membership
 - d. The process for issuing tuition and clinic credits is being revised to better support the collaborative funds
- 2. to improve the academic growth of students;**
 - a. Students educated in person for the entire school year 21-22 with the exception of those whose families chose to keep them home. Educators balanced in-person, remote and hybrid learning for their students simultaneously.
 - b. Student's academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
- 3. to provide a range of diagnostic educational assessments for local districts;**
 - a. READS Clinic offers psychoeducational, neuropsychological, risk, personality, Central Auditory Processing Systems, Functional Listening Assessments (ASL) and Educational Audiology and Audiological Assessments.
 - b. READS District Services offers Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education and other assessments as requested.
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers;**
 - a. This year READS has offered or coordinated several professional development sessions:
 - i. Educator Evaluation for Administrators
 - ii. Mentoring
 - iii. SCRO Social Emotional Wellness Symposium March 2022
 - iv. SCRO Symposium National Speaker Series – Tackling School Avoidance,
 - v. Special Education Transportation Savings with Colleen Cavanaugh of MAPT for Transportation coordinators
 - vi. Presentations on the Wraparound Services Model of Family Success Partnerships to the Commissioner and his team, the MOEC Executive Directors, MASS Executive Institute and the MASS/MASC joint conference.

5. to expand programs and services in a manner consistent with the needs of the Member Districts.”

- a. The wraparound services known as Family Success Partnership has continued to grow each year. This year it is expanding to serve 75 families in 7 districts.
- b. READS has hired 2 additional full time counselors to respond to this need.
- c. READS Academy has increased an additional full time counselor and a Clinical Director to meet the increasingly complex needs of students in that program.
- d. District Services has contracted with a member school district to provide 4 counselors to meet their growing needs.
- e. Teacher of the Deaf consultation to students in their home district has expanded enough to require 2 full time consultants.
- f. The READS Member Districts will consider revising the Collaborative Agreement to allow for the addition of 2 more school districts in the coming months: Brockton Public Schools and Whitman-Hanson Regional School District. The revisions will include additional changes to support the fiscal operation of the collaborative.

Progress Toward Achieving the Objectives in READS Strategic Plan

The READS Collaborative Strategic Plan for 2021 -2024 sets forth the following priorities.

- o Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- o Enhance programs and services to better serve the students and families, our staff, and the member districts.
- o Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

The relocation of READS Academy to a newly renovated and leased facility in the fall of 2021 has provided a more equitable learning space for the social, emotional, physical, and academic learning of the students. READS Member School Committees formally approved the Capital Fund and the reserve limit through votes taken at school committee meetings during the spring of 2022.

Progress toward the objectives in the Strategic Plan are included within the description of each corresponding program heading below.

READS Academy Program Overview

READS Academy’s new location at 44 Bedford St. in Middleborough consist of one public day school building that houses two schools: Academy PreK-6 and Academy 7-12+.

READS Academy is a therapeutic public day school that establishes strong connections within the school community. The Academy serves children and adolescents between the ages of 3 to 22 who have been diagnosed with emotional, behavioral, neuro-developmental and learning disabilities, and require specialized instruction and services to meet their IEP goals. The mission of READS Academy is to facilitate a student's personal growth on an emotional and psychological level and to provide a structure for improving interpersonal and social skills through academics and counseling. The Academy is a highly structured program offering individualized and small-group academic instruction, individual and group counseling, and individualized emotional support and intervention. Therapeutic services such as speech/language therapy, occupational/physical therapy, adaptive physical education are also available. READS Academy promotes student learning success within the Massachusetts Curriculum Frameworks and the MCAS. The school operates on a 10-month calendar with an Extended School Year 5-week summer program.

The community at READS Academy cares for the students individually and collectively throughout the school year. This is especially evident during the holidays, which can be particularly difficult for students in the Academy. The Kindness Closet accepts donations and provides gift baskets, food items and gift cards to families in need. The Emporium is filled with donated items, including clothing, that students can select for themselves or wrap and gift to their family members.

Students' successes are measured and documented using READS Analytics. The READS Analytics tool gathers data for review by staff, students, and IEP teams in the following areas: Social Emotional Learning Skills, Employability Skills and Academic Skills. The analytics tool provides data that is integral to instruction, assessment, intervention and team discussions around students' readiness to return to their home school district.

READS Academy Assessment Services

READS Academy offers short-term placement for Assessment Services at all grade levels, including the new preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. This year READS has restructured the leadership model at READS Academy to include a Clinical Program Director who provides guidance and input to the PreK-6 and 7-12+ Program Directors and the Student Support and Referral Coordinator.

READS Alternative Learning Program Supports (ALPS)

READS did not have sufficient staffing to provide this highly specialized intervention for students at the Academy during the 2021-2022 school year. The program is being reviewed during the 2022-2023 to determine if the model can be adjusted to provide services and reentry support for students within the current staffing levels. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose needs exceed the Academy Program structure and supports.

Therapeutic Support and Services in All READS Academy Locations include:

- Individual and group counseling daily
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (4)
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
 - Individualized and small group academic instruction
 - Technology Instruction PreK-12
 - MCAS preparation and support
 - Reading Intervention
 - Pre-vocational training
 - Fine Arts education opportunities including Art and Music
 - Employability Skills (9-12+)
 - Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings

- Consultation to referring school districts

READS Academy - PreK-6 School at Bedford St., Middleborough

READS Academy Program Director Erinn Fautuex supervises programming that serves the students, families and districts in preschool to grade 6. The addition of a preschool classroom during the 2021-2022 received DESE approval and was added in response to requests from districts. The READS Academy's PreK-6 specialized staff has added a counselor to bring the number to 3 full time counselors. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

READS incorporates hands-on, project-based learning to engage students at all levels. The Academy is a Project Lead the Way school and has a dedicated makerspace that provides additional opportunities for students to engage in STEAM activities.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education, Class Dojo and other applications to provide families with access to student learning.

The elementary students will be learning science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. These devices are expected to arrive in the late fall of 2022.

READS Academy - 7-12+ School at Bedford St., Middleborough

READS Academy Program Director Justin Smith supervises programming that serves the students, families and districts in 7 - 12+. The READS Academy's specialized staff includes 4 full time counselors as well as special educators with experience and specialized training in promoting self-regulation and social development. READS has 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

Students at READS Academy acquire empathy and a sense of social justice through organized student council activities to raise funds for worthy causes. The students and staff have raised hundreds of dollars for organizations such as the Hoyt Foundation, Jimmy Fund, Susan G. Komen Breast Cancer Fund and Hurricane Relief.

Community members donate new and gently used items to the school Emporium where students can use "READS bucks" earned for acts of kindness and behavior levels to purchase household items, clothes and gifts for themselves and family members. There has been a significant increase in the need to provide food and clothing directly to students and their families. In response, the Academy expanded the "Kindness Closet" to provide food staples that students can take home to share with their families.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education and other applications to provide families with access to student learning.

READS Academy 9-12+ offers pre-vocational tracks within the public day high school, such as:

- Industrial Technology:
 - 3-D and Laser Printing Lab
 - Drone Pilot Lab
 - Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.

- NEW this year as a result of the Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations are being introduced in the fall of 2022.

Dual Enrollment

READS Academy offers Dual Enrollment in partnership with Bristol Community College and Bay State College according to student interest.

Work-Based Learning Program

READS Academy offers a Work-Based Learning Program for high school students who seek prevocational and vocational training in the form of on-site internships and off-site work study placements. This component of the program offers career readiness, transitional services, and opportunities for students to experience real-life working expectations to build employability skills and helps them to strengthen community connections.

WBL Programming includes Employability Skills Classes, vocational counseling, job shadowing and coaching, on-site internships, and off-site work-study placements as well as focused tutoring for successful performance on MCAS and acquisition of a high school diploma.

Off-site Work Based Learning

Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic.

READS Academy - 9-12 at West Bridgewater Middle Senior High School

READS Academy also offers a substantially separate therapeutic classroom for students in grades 9-12 which is located in the West Bridgewater Middle/Senior High School. Students in this classroom have the opportunity for integration into a mainstream school setting, while continuing to receive specialized academic, behavioral, and emotional support. This placement option is available for students who may be ready to transition from more restrictive educational placements, yet continue to require additional levels of therapeutic and academic support before returning to a full inclusion setting. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting. Special Services (OT, PT, Speech/Language and Specialized Reading Instruction) are also provided in this setting. The students are fully embedded in the life of the West Bridgewater Public Schools including general education classes, school clubs and athletics. Program Advancement Director Deirdre Dowd-Pizzuto supervises programming that serves the students, families and districts of students in the 9-12 classroom.

READS Academy Program Advancement

READS Academy is continuously advancing services that support students in the Academy and students in their home districts. Program Advancement Director Deirdre Dowd-Pizzuto is the contact person for these services for providing resources to meet the mental health needs of students. The following are some of the services that have been put in place over the past year to respond to the needs of students, families and districts.

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities

- Collaborative Problem Solving - Think:kids Program from MGH with Dr. Stuart Ablon
- Social Resilience Model - Professional Development Offering
- Mental Health First Aid - Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
 - inform IEP Teams in the development of goals and objectives
 - monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
 - enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports
- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements

READS Academy's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022. The Emergency Response Team has scheduled 'table drills' to practice emergency evacuations in the event of an intruder.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work has been established for the Academy program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity audit to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends have improved significantly since December of 2021. Due to the increasing referrals for placement and the simultaneous decrease in applicants for open staff positions READS is unable to accept all students who are appropriate for the placement and must keep enrollment lower than anticipated thus the fiscal health of the collaborative is a continuing concern this year.

Deaf and Hard-of-Hearing Program, PreK -12+, EI and Consultation

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Directors, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 43 years the

program has educated hundreds of children with hearing loss. The program currently (FY22) serves 51 students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

The DHH program offers flexible and wide-ranging programming options within public school settings. There are eight classrooms for children in Preschool through grade 12 located within the Norton Public Schools. There is a second high school classroom option at Bristol-Plymouth Regional Technical High School. READS DHH program has the only program for Deaf students that is fully matriculated into a vocational high school. It has been stated that “the READS Deaf and Hard of Hearing Program is unmatched in the state.”

Program options range from self-contained classrooms with a Teacher of the Deaf providing maximum support in a small group, to full inclusion in general education settings with appropriate supports tailored to individual students. Instruction is accessible to students through the direct use of American Sign Language, interpreted ASL, use of spoken English, and a variety of specialized instructional techniques that enhance language and literacy for d/Deaf students.

The DHH preschool is a full-day program offering intensive language intervention (ASL and spoken language/listening, as appropriate), sensory-motor integration, Early Childhood Learning Standards and social-emotional skills. Students engage in play-based learning with an early literacy focus incorporating themes based on children’s literature.

Beginning in kindergarten and continuing through elementary grades, students receive academic and language instruction within self-contained classes with a Teacher of the Deaf while they also have opportunities to be included in general education classrooms. Students at this level join hearing peers for Specials classes (Art, PE, Computers, and Music (when accessible)), and are increasingly accessing content in the general education classroom with interpreters or other accommodations and supports through the DHH program. Intensive literacy intervention and support is provided throughout the elementary years from two specialized Teachers of the Deaf.

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

Students at both Norton High School and Bristol-Plymouth Vocational Technical High School are surrounded with supports that assist them in meeting the competency requirements for a high school diploma or certification of completion. They are able to participate in all school activities including extracurriculars according to their interests. Students in the DHH program who do not have an additional diagnosis to hearing loss will typically graduate from high school within 4 years. Some students attend high school for an additional year or two depending on their IEP transition goals. Students with an additional diagnosis are able to continue with a transition plan that includes placement in the program until the age of 22 as appropriate. Transition planning for these students includes participation in in-school pre-vocational internships & off-site internships as students are ready to do so.

The DHH program provides each child with access to a specialized teacher as well as teaching assistant in the classroom. Currently, Deaf adults, both teachers and assistants, provide in-depth modeling of American Sign Language in our classrooms. Children have strong spoken language models provided by hearing adults who are also skilled in ASL.

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified

as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

The DHH program provides each child with speech and language intervention that is specialized to their level of language acquisition, communication mode and type of amplification. The Speech and Language Pathologists and Assistants are fluent in ASL and have specialized skills in working with DHH students. The DHH program provides each child intensive literacy intervention in the early grades and continued support through high school. The Literacy Specialists have specialized training in providing literacy intervention to children with hearing loss and incorporate tools and assessments designed for children who are Deaf or hard-of-hearing.

The DHH program provides children with specialized counseling services through a structured social emotional learning program designed for children with hearing loss in the early grades and ongoing group or individual counseling support as needed at the secondary level.

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. For the last several years, the Team placed in the top 4 overall in the East Regional competition and qualified for the National Competition at Gallaudet University. The competition for the last two years was held virtually due to the pandemic.

In partnership with Norton Public Schools, students in DHH have access to one-to-one Chromebooks, Google for Education and other technology. READS has provided each classroom with a state of the art Promethean TouchScreen to replace outdated SmartBoards.

New this year: READS DHH preschool is serving as a paid co-op placement for a student from Bristol-Plymouth Regional Technical High School as part of their Early Education and Care learning experience. This new partnership has provided the student with an opportunity for work experience and has provided the program with much needed support staff during a staffing shortage.

DHH Services Provided in All Locations

- Therapeutic support that includes:
 - Spoken language skill development
 - American Sign Language instruction
 - Speech/Language therapy
 - Specialized aural habilitation for children with Cochlear Implants and the full range of audition
 - Explicit literacy instruction
 - Small group and individual counseling
 - Educational Audiology consultation
- Academic Support to promote college and career readiness that includes:
 - Small group & individual instruction
 - General education classroom participation with supports
 - Educational Interpreters
 - School-to-work programming at the high school level
 - Opportunities to participate in extracurricular activities

Additional services may include:

- Extra-curricular support
- Intensive intervention

- One to one assistant (job coach, nurse, note taker)
- Occupational/physical/adaptive physical education as needed
- Vision consultation as needed
- Extended School Year
- Functional Listening Evaluations

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has expanded this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 65 students in their home schools/districts. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to demand, READS is expanding this service and will go from 1 to 2 full time Consulting Teachers of the Deaf.

DHH Early Intervention Specialty Service Provider

READS DHH Educators also serve as Specialty Service Providers through the Department of Public Health to meet the needs of families with children identified with reduced hearing or deafness from birth to age 3. These Early Intervention services focus on building the infant or toddler's communication skills while supporting parents and connecting them to resources and other families with similar experiences.

READS provides specialized instruction and support to children and families through contracts with several Early Intervention Offices. These services are provided per-diem and offer families in-home therapeutic intervention in areas that include: care of cochlear implants; American Sign Language instruction; behavioral intervention; language development; communication development (alternative and augmentative communication if needed); auditory attention skills; fine motor development for sign language proficiency and early literacy.

The number of children receiving specialized services from DHH staff through Early Intervention varies each year. There are currently 10 children receiving in-home services and support to families. READS provides specialized Early Intervention in partnership with EI Centers in Brockton, Taunton, Fall River and others.

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 58 to 65 reflecting a trend of 4 straight years of increased contracts. This service is billed through the Clinic though many requests are initially received through the DHH program.

Deaf and Hard of Hearing Program's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022.

- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee which was formed in April of 2021. A stipend for leadership of this work has been established for DHH Teacher Mollie Roque to promote the goals within the DHH program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity review to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS DHH program continues to have a stable enrollment of students and several new referrals each year. In response to the demand for consultation services additional staff are being sought to provide services for students in districts..

District Services

The District Services Program is a highly individualized program encompassing a wide variety of services, including consultation, evaluation, and direct services in response to the needs of students and districts in the following areas:

- Academic Tutoring in the Home
- Adaptive Physical Education
- Applied Behavioral Analysis, training and support
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Family Success Partnership Counselor (wraparound services)
- Functional Behavioral Assessments, consultation and training
- Home-Care Services
- Occupational Therapy
- Orientation and Mobility Consultation
- Physical Therapy
- Professional Development
- Program Reviews
- Sensory Integration, evaluation/consultation
- Speech/Language Evaluation and Intervention
- Specialized Staffing, including counselors
- Summer services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded from 6 to 7 districts and the number of families supported has increased from 46 to 75. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family

intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

Program Reviews are conducted for Member Districts at reduced cost. Past reviews have been conducted for Speech and Language services, Alternative Program models and Substantially Separate Program models.

District Services continues to coordinate and provide Assistive Technology and AAC services. The Assistive Technology/AAC Team is composed of a Speech Pathologist and Occupational Therapist with specialized expertise. This team can identify low, mid, and high-tech assistive/AAC tools that can support students with learning and communication. The AT/AAC team's expanded services include a software/equipment loan program and a model for sustained support for implementation after the initial assessment and recommendations are made.

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. Services provided increased from 281 students in 2021 to 336 and from 40 to 48 districts as of November 2022. Social emotional support demand was increased for a second year with the addition of three more full time social emotional clinicians being added who provide school-wide support and intervention (which are not included in the total student support numbers). There were 32 AT evaluations completed during the 21-22 school year which is more than double the number of AT evaluations (13) conducted prior to the pandemic in FY19.

All District Services referrals are carefully evaluated; goals and objectives are formulated; and a service/consultation delivery system is established by the service provider in coordination with the school/district.

District Service's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. District Services staff comply with all safety directives from both READS Collaborative and the host schools in which they work.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. The Director of District Services is a participant in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. District Services continues to offer services to students and families in their schools/homes and has seen an increase in contracts for services and a significant increase in requests for Family Success Partnership services and mental health providers.

READS Diagnostic Clinic and Ancillary Services ***Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan***

Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom

observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

Referrals to the various programs are accepted at any time during the year and are sent by the Special Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The Clinic provided 213 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 256 evaluations of students from Member and non-member districts during the 21-22 school year. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be an offering of the clinic.

Districts are permitted to use up to 25% of their pre-committed evaluation slots for Risk Assessments (not to exceed 5). This expansion of Member's use of clinic slots reflects READS Collaborative's responsiveness to an increased need of the districts as indicated by the Special Education Administrators group and was adopted as general operational practice for the 2019-2020 school year.

Educational Audiology Assessment and Consultation (identified under DHH program offerings) to school districts have grown consistently in the fourth year of this service. During the 21-22 school year the number of consultations increased from 58 to 65 reflecting a trend of 4 straight years of increased contracts.

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of 2022 as a hybrid model via ZOOM to support both Member and Non-Member Districts. For the first time a consultation model was offered as a follow support for new administrators to implement the best practices of educator evaluation. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

Regional and State Capacity – SCRO (Southeast Collaborative Regional Organization) and MOEC

SCRO

READS Collaborative facilitated the fifth annual Symposium on March 23 and 24, 2022 welcoming over 250 educators back to an in-person symposium focused on the social-emotional wellbeing of students as they were exhibiting challenges in school following the pandemic.

The first SCRO National Speaker Symposium was facilitated by READS Collaborative on September 28, 2022 and featured a topic that is critical for schools post-pandemic: Tackling School Avoidance with Lynn Lyons. The symposium was attended by over 150 educators, counselors and administrators from across the southeastern region of the state.

MOEC

Dr. Theresa Craig is currently serving as President of the Executive Board of MOEC. Recently Dr. Craig represented MOEC at the 50th Anniversary Celebration of Chapter 766 Special Education Law at the Massachusetts State House. In the spring of 2022 Dr. Craig led a panel of Executive Directors in a presentation to Commissioner

Riley and Associate Commission Regina Robinson to provide an overview of wraparound services that collaboratives are providing for families in member districts. During the Paul Andrews MASS Summer Executive Institute Dr. Craig, Dr. Estrella and Counselor Sarah Cochran presented Family Success Partnership information to superintendents. An extended presentation was also provided by a panel of Collaborative Directors during the November MASS/MASC joint conference in Hyannis.

MOEC hosted an inaugural breakfast for Collaborative Board Members at the MASS/MASC joint conference in November. Dr. Craig, as President, and Joanne Haley-Sullivan, as Executive Director of MOEC, shared an overview of the work of collaboratives. The audience of 25-30 was very engaged in the session which went over the expected time limit due to their questions and interest. The attendees recommend making this breakfast an annual event and anticipate a growing audience in the years to come.

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY22

<i>PROGRAM</i>	<i>FY22 APPROVED BUDGET</i>
Administration	\$1,441,820
Clinic	\$317,270
Clinic Ancillary	\$170,200
Deaf and Hard-of-Hearing Program	\$3,050,952
Academy Program	\$6,368,396
District Services & Ancillary	\$1,208,495
Teacher of the Deaf	\$114,478
DHH Summer	\$82,709
Academy Summer	\$160,152
District Services Summer	\$77,305
Early Intervention	\$23,425
Professional Development	\$16,498
<i>TOTAL FY22 BUDGET</i>	<i>\$13,031,700</i>

The collaborative structure is designed to leverage cost savings on behalf of districts in the provision of programs and services to children with disabilities as well as other collaborations for services. The collaborative's process for the development of the budget provides for a thorough review of revenues and expenses in relation to tuition rates and fees for services. Budget subcommittees of the Special Education Administrators Advisory Group meet for an in-depth review of the following budgets: READS Academy, Deaf and Hard-of-Hearing, District Services and the Clinic. The Personnel Subcommittee and Finance Subcommittee of the Board of Directors and the President of the Board meet jointly to do a further analysis of the proposed budget. The Special Education Administrators Advisory Group meets as a whole to endorse the budget after another review of revenues, expenses,

tuition rates and projected service fees. The Board of Directors then meets to review the budget and discuss any additional adjustments prior to a subsequent meeting to vote approval of the budget.

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space in September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process. READS Collaborative has considerable assets in property ownership on East Grove St. READS leases 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth RVTHS and 1 from West Bridgewater Public Schools at reasonable rates.

READS Collaborative's educational programs provide interventions that promote a student's return to their home district to continue learning as appropriate. Students also receive support that has proven successful in helping them meet competency determinations for a high school diploma, most often within 4 years. Both of these programmatic goals result in reduced expenses for school districts as students spend fewer years in READS Collaborative, if appropriate, than they might spend in a private placement.

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 18 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

Competitive Tuition Rates

The costs of services and programs provided by READS Collaborative are highly competitive and result in cost savings to the Member and Non-Member Districts when compared to other out of district placements. The services would not be available in the area if the Collaborative did not coordinate them on behalf of the Board of Directors and in collaboration with the Special Education Administrators Advisory Group. A comparison of tuition rates with private schools and other collaboratives does not yield an accurate or informative description of the multi-faceted cost effectiveness of READS programs and services but is provided in the appendices.

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY23 tuition for Member districts was \$58,860.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS delineates tuition levels for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting. The Member rates for the Level 1 Tuition for FY 23 for the majority of students placed in the DHH program is \$66,780. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs, support for

participation in extracurricular activities, specialized interventions and summer programs are not included in these rates.

Due to the evolving nature of the communication and learning needs of students in the DHH program a revised 2 tiered tuition structure, which was developed in cooperation with the Special Education Administrators Advisory Group, was implemented in FY21.

The assessment of cost-effectiveness for programs includes several factors that cannot be measured in tuition alone such as:

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the READS Academy Program after improved self-regulation, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students (as determined by the Team) rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;
- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

In relation to fees for service, the Collaborative absorbs the liability of health insurance costs and unemployment benefits for specialized service personnel and support personnel. The Clinic, District Services and Ancillary Services (including professional development) are designed to merely recoup the cost of providing the service and compensate the collaborative for administrative costs.

The surplus funds from these services are typically returned to the Member Districts in the form of Clinic Credits and Tuition Credits in the subsequent year thereby providing an additional financial benefit and further reducing the cost of participation in programs and services.

Tuition Credits and Clinic Credits to Districts at the Close of FY22

There were no Tuition Credits or Clinic Credits issued for FY 22 due to the impact of the COVID-19 pandemic on enrollment and services.

READS has provided cost-effective solutions to Member Districts since 1974 and will continue to provide those solutions into the future in alignment with the mission statement **to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.**



Prepared by:
Theresa A. Craig, Ed.D.
Executive Director

508 947-3634 Ext. 103
Fax: 508 946-1088
Email: tcraig@readscollab.org

Appendix A

Strategic Planning Action Steps 2021-2024

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic
 - Develop and Staff Elements of 3 Tiers of Support for Mental Health as identified for priority implementation by Special Education Administrators.
 - Enhance mitigation and prevention strategies to reduce the spread of illnesses such as COVID-19.
 - Form a Wellness Committee to develop action steps to address the ongoing physical and mental wellbeing of students and staff.
- **Priority 2** Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - Invite staff from across the collaborative to engage in initial conversations.
 - Form a Committee and develop a 3 year plan.
 - Embed [Antiracist Leadership Competencies](#) in Program Director and Leadership Team Agendas and Professional Development.
- **Priority 3** Enhance programs and services to better serve the students and their families, our staff, and the member districts.
 - Build on the skills learned during remote learning to provide flexible growth opportunities for students and staff, and engagement opportunities for families.
 - Develop a process for improvement that encompasses a balanced, 3-pronged approach to: Academics, College and Career Readiness and Personal Social Development.
 - Expand programs that prepare students to transition to a fulfilling adult life through opportunities for internships, certification leading to employment, college readiness and dual enrollment, building financial literacy, preparing for adult responsibilities, and building healthy relationships.
 - Review program staffing models to provide increased opportunity for advancement and leadership.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - Create supports throughout programs that result in improved focus on referrals and enrollment.
 - Engage in purposeful marketing of the Collaborative programs and services to attract more referrals to programs and more contracts for services.
 - Review the effectiveness of technology solutions to support students, staff and families in engagement, access, academics, college and career readiness, and personal social development.
 - Review Academy budget to align revenues and expenses related to staffing and the new building.
 - Develop a plan to allocate funds to the capital fund to prepare for an option to own 44 Bedford St. in the future.

Appendix B

Deaf and Hard of Hearing Tuition Comparison FY23

Tuition Comparisons for placements that DHH students have transferred from, or to, over the past decade. For reference only:

Deaf and Hard of Hearing Programs FY23						
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price	
Perkins School for the Blind	Intensive Day	Deaf/Blind/Multi-Impaired	205	\$214,291.78	\$1,045.33	
Learning Ctr. for the Deaf	Day	Walden	216	\$157,173.93	\$727.66	
Perkins School for the Blind	Intermediate Day	Intermediate Day	205	\$185,788.60	\$906.29	
Perkins School for the Blind	Day	Day	205	\$143,326.57	\$699.15	
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$104,427.82	\$511.90	
READS DHH - Level 2 Intensive 3 Non-Member Students projected	Day - Level 2	Deaf and Hard of Hearing	180	\$88,920.00	\$494.00	No increase for FY23
Learning Ctr. for the Deaf	Intensive Day	Day	198	\$93,945.43	\$474.47	
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84	
Walker, Inc.	Day	Walker School	216	\$98,739	\$457.13	
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$95,384.10	\$441.59	
Learning Ctr. for the Deaf	Day	Day	198	\$84,776.57	\$428.16	
Beverly School for the Deaf	Day	BSD	204	\$85,369.20	\$418.48	
Willie Ross School for the Deaf	Day	Day	180	\$71,142.64	395.24	
READS DHH - Level 1 17 Member, 29 Non-Member Students projected	Day - Level 1	Deaf and Hard of Hearing	180	\$66,780	\$371	
Clarke School for the Deaf	Day	Day Education	180	\$64615.68	\$350.08	

Appendix C

READS Academy Therapeutic Day Program Tuition Comparison FY23

Therapeutic Day Programs FY23					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
McLean Hospital, Inc.	Day	CNS	216	\$114,004.17	\$527.80
F. L. Chamberlain School, Inc.	Day	Day	216	\$109,701.84	\$507.88
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84
Home for Little Wanderers	Day	Southeast Campus Day	216	\$101,233.25	\$468.67
Walker, Inc.	Day	Walker School	216	\$98,739.44	\$457.13
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$91,880.29	\$417.64
Stevens Children's Home	Day	Stevens Home	224	\$87,504	\$390.64
Justice Resource Institute	Day	Granite Day	202	\$71,485.60	\$353.89
New England Academy	Day	NE Academy	198	\$70,010.34	\$353.59
Pilgrim Area Collaborative	Day	All Programs	180	\$63,000	\$350
READS Collaborative Member	Day	READS Academy	180	\$58,860	\$327
Walker, Inc.	Day	Beacon High School	198	\$63,688.50	\$321.66
Justice Resource Institute	Day	Anchor Academy	198	\$59,875.38	\$302.40
North River Collaborative	Day	North River School	180	\$50,450	\$280.28

ROCHESTER PUBLIC SCHOOLS
Rochester, Massachusetts

TO: Town Clerk, Town of Rochester, Massachusetts
DATE: January 18, 2023
SUBJECT: Meeting Notice

Pursuant to Chapter 30A of the Massachusetts General Laws, you are notified of the following REGULAR meeting of the **ROCHESTER SCHOOL COMMITTEE**.

Monday, January 23, 2023 at 6:00 p.m.

If you have any questions, please feel free to call me at 508-758-2772 ext. 1956.

Respectfully submitted,
Melissa Wilcox, Executive Assistant to the Superintendent

ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS

REGULAR MEETING
Rochester Memorial School
16 Pine Street, Rochester, MA 02770

January 23, 2023

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/93695176929?pwd=N2hKRmdyeDVlU1lGTDU3SSs1QXpxdz09>

Meeting ID: 936 9517 6929

Passcode: 043565

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Band Room located at the Rochester Memorial School at 16 Pine Street, Rochester, MA 02770 or via zoom.

TIME: 6:00 PM

MEETING TO ORDER

PLEDGE OF ALLEGIANCE

RECOGNITION OF ACHIEVEMENT

I. Approval of Minutes

A. Approval of Minutes- Regular Session: November 17, 2022

B. Approval of Minutes – Executive Session: November 17, 2022

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. FY24 Initial Draft Budget Discussion

B. Promethean Board Demonstration

C. Student Handbook

V. New Business

A. Policy Review

B. Curriculum

C. Business

1. Financial Report

2. Food Service Director Report

3. Facilities Director Report

4. Budget Transfers

D. Personnel

VI. Special Topic Report

VII. Unfinished Business

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

VIII. School Committee

A. School Committee Goals

B. Committee Reports

1. Budget Subcommittee

2. ORR District School Committee

3. SMEC

4. READS

5. Tri-Town Foundation

6. Early Childhood Council

7. Policy Sub-Committee

8. Equity Sub-Committee

C. School Committee Re-organization

IX. Future Business

A. Timeline

B. Future Agenda Items

X. Open Comments

XI. Information Items

XII. Executive Session

ADJOURNMENT