

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

**MEETING MINUTES  
October 5, 2023**

Regular meeting of the Rochester School Committee was held on Thursday, October 5, 2023 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, Jason Chisholm (remote), Anne Fernandes (in-person), Robin Rounseville (in-person) and Katherine Duggan (remote).

**COMMITTEE MEMBERS NOT PRESENT:** None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person); Howard Barber, Assistant Superintendent of Finance & Operations (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Heidi Letendre, Interim Principal (in-person); Charles West, Assistant Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 6:34pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded.

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

**I. Approval of Minutes**

A. Approval of Minutes – Regular Session: August 31, 2023

MOTION: Mr. Chisholm to approve the August 31, 2023 minutes as presented

SECOND: Ms. Rounseville

MOTION PASSED (5:0)

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

B. Approval of Minutes – Executive Session: August 31, 2023

MOTION: Ms. Rounseville to approve the August 31, 2023 executive session minutes as presented

SECOND: Ms. Fernandes

MOTION PASSED (5:0)

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

**IV. General**

**A. Hill for Literacy Updates**

Recommendation:

That the School Committee hear an update from Dr. Darci Burns from Hill for Literacy.

**Superintendent Nelson made the following statement:** *This evening Dr. Fedorowicz will provide an update on our ongoing literacy work at Rochester Memorial School and will be joined by Dr. Burns.*

*Dr. Fedorowicz stated the following:*

*Tonight I would like to provide an update on our new literacy program and rollout. We are about one month in to the program and have had three targeted professional development trainings for IntoReading and DIBELS. In addition, we set up time with the HILL for Interventionists to meet for specific implementation questions. The remainder of the year has scaffolded supports with the HILL related to implementation, data meetings to inform decisions, school and district leadership teams. We are also going to be starting the Science or Reading. We continue to have a strong partnership with the HILL this year which will continue into next year.*

*Last meeting, there was a request to have additional information related to intervention programs and resources and early assessments for our early elementary around those students exhibiting phonological awareness issues. Here tonight, Dr. Darci Burns from the HILL is joining us to provide a quick overview and dive into the questions related to interventions. I will turn it over to Dr. Burns.*

Dr. Burns provided an overview of the process so far this being the second year of the partnership with the district. The first year was the comprehensive needs assessment and develop the literacy plan. She explained the literacy plan is the road map for supporting a tiered instructional model and building a consistence knowledge base across all the elementary schools in the district. This is the first year of implementation and the goal of adopting a literacy program like this is equitable and consistent education across all grade levels and schools. DIBELS is being adopted by the district as well, which will provide data to see how the implementation is going. Literacy leaders in the district, Hill and HMM company are supporting and collaborating with the teachers to learn the program and effectively use it with their students. Grade level data meetings are also being held to review data and inform decisions during implementation. The goal is for 90% of students to meet grade level benchmarks based on solid tier 1 instruction. It is hard right now, but teachers will get there. Dr. Fedorowicz added that it commonly aligns with all of our interventions across all of the districts. She continued that this is the first year that all three districts are commonly aligned which will assist as students move into the Junior High School and High School.

#### **School Committee Feedback:**

Ms. Fernandes asked where the students with specific learning disabilities fall in tier 1. Dr. Burns said the focus for these students would be small group instruction to intensify phonemic awareness especially in Kindergarten and first grade so the skills are gained early in the students' education experience. She explained it will take accommodations in the upper grades at this stage.

Ms. Rounseville asked if Dr. Burns could elaborate on monitoring instruction. Dr. Burns confirmed that support is available in many ways. Grade level teams work with Hill facilitators, they also identify trends and discuss with the publisher to leverage support and training from the publisher, they offer modeling in the classroom and co-teaching. They also give feedback to support teachers.

Ms. Rounseville asked if there is an ideal size for small group instruction. Dr. Burns said in general about six students but the smaller the better.

Ms. Rounseville asked the typical length of a session in Kindergarten with small group instruction and staff in the classrooms. Dr. Burns said they do help schools think about master schedules to support coordinating resources, people and materials.

Ms. Fernandes asked who are the literacy leaders in the district. Dr. Fedorowicz explained there is an administration team, a team that has representatives from each elementary building along with building specific teams. Data meetings begin in the next two weeks.

#### **B. Approval of Student Handbook**

##### Recommendation:

That the School Committee review and approve the Student Handbook for the 2023-2024 School Year.

Ms. Letendre and Mr. West reviewed the recommended changes to the student handbook for the committee to review. Please see appendix A.

##### **School Committee Feedback:**

Ms. Duggan asked if the his/her gender language could be updated to they/them or the students.

MOTION: Ms. Rounseville to approve the 2023-2024 student handbook with the changes as discussed.

SECOND: Mr. Chisholm

MOTION PASSED (4:1)

ROLL CALL: Duggan: yes, Chisholm: yes, Fernandes: abstain, Hartley: yes, Rounseville; yes

#### **C. Approval of Disposal List**

##### Recommendation:

That the School Committee review for approval the disposal of materials.

Superintendent Nelson informed the committee of the list below for review and approval.

Title of Book	Publisher	Copyright Date	Grade Level	Quantity to be recycled
When Readers Struggle	Heinemann	2009	K-3	1
F & P Literacy Continuum		2015	PreK-3	1
F & P Guided Reading		2017	PreK-6	2
F & P Rdg Mini Lessons		2020	Grade 6	1
F & P Rdg Mini Lessons		2019	Grade 1	1
F & P Rdg Mini Lessons		2019	Grade K	1
F & P Assessment Forms		2017	Grade 2-6	1
F & P BAS Kit 2		2017	Grades 3-6	1
Reading Street Teacher Manuals (6 units each teacher)			K-6	63
Reading Street Student Workbooks Volume 1 and 2			K-6	960
DRA 2 Kit	Pearson		K-3	1

MOTION: Ms. Rounseville to approve the list of items to dispose of as presented

SECOND: Ms. Fernandes

MOTION PASSED (5:0)

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

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

##### Recommendation:

That the School Committee review a donation of the following books from RMS PTO already reviewed and recommended by the school librarian:

*Cat Kid Comic Club: Perspectives* by Dav Pilkey, *Key Player (Front Desk, Book 4)* by Kelly Yang, *Welcome to Sparklegrove* by Rebecca Elliott, *Wings of Fire (Moon Rising, Book 6)* by Tui Sutherland, *What is Lego?* By Jim O'Connor, *Who Was Queen Elizabeth II?* by Megan Stine, *Who Is the Man in the Air?* *Michael Jordan* by Gabe Soria, *What Was the Age of the Dinosaurs?* By Megan Stine, *Who is Shaquille O'Neal?* by Ellen Labrecque, *What Do we Know About the Loch Ness Monster?* By Steve Korte, *Pug's Road Trip (Branches: Diary of A Pug, Book 7)* by Kyla May, *Cutest Animals on the Planet* by National Geographic Kids 2021, *What was the Titanic?* by Stephanie Sabol, *Smithsonian Super Dinosaur Encyclopedia* by Chris Barker, *Animal Knowledge Genius!* by Stevie Derrick, *Kingfisher Animal Encyclopedia* by David Burnie, *Big Book of Who All-Stars* by Sports Illustrated Kids, *Big Book of Who Football* by Sports Illustrated Kids, *Pete the Cat Plays Hide-and-Seek* by Kim Dean, *Hurricane Katrina* by Lauren Tarshis, *The Attacks of September 11, 2001* by Lauren Tarshis, *The Shark Attacks of 1916* by Lauren Tarshis and *Courageous Creatures* by Lauren Tarshis.

MOTION: Ms. Rounseville to approve the list of books donated by RMS PTO as presented

SECOND: Ms. Fernandes

MOTION PASSED (5:0)

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

That the School Committee review a donation of the following books from Plumb Memorial Library already reviewed and recommended by the school librarian:

*The Night Gardener* by Jonathan Auxier, *The Year of Billy Miller* by Kevin Henkes, *Out of Left Field* by Ellen Klages, *Magic in the Mix* by Annie Barrows, *Sports Report (Game Face)* by Brigitte Cooper, *Balancing Act (Game Face)* by Brigitte Cooper, *Mr. Lemoncello's Great Library Race* by Chris Grabenstein, *Tru & Nelle* by G. Neri, *Word After Word After Word* by Patricia MacLachlan, *Home on the Range* by Lucy Nolan, *Felix Takes the Stage* by Kathryn Lasky, *The Ethan I was Before* by Ali Standish, *Ida B – And Her Plans to Maximize Fun, Avoid Disaster and (Possibly) Save the World* by Katherine Hannigan, *Prairie Evers* by Ellen Airgood, *Team Players* by Mike Lupica, *The Nine Lives of Jacob Tibbs* by Cylin Busby, *Game Changers* by Mike Lupica, *Kelsey Green, Reading Queen* by Claudia Mills, *Annika Ritz, Math Whiz* by Claudia Mills, *Two-Minute Drill (Comeback Kids)* by Mike Lupica, *Tales for Very Picky Eaters* by Josh Schneider, *Captain Awesome and the Ultimate Spelling Bee* by Stan Kitby, *Captain Awesome for President* by Stan Kirby, *The Half-Court Hero and The Missing Baseball* by Mike Lupica, *Mouse Scouts* by Sarah Dillard, *Snow Day (Bramble and Maggie)* by Jessie Haas, *Half a Chance* by Cynthia Lord, *The Search of Sunken Treasure and A Very Merry Christmas* by Geronimo Stilton, *Sputnik's*

*Guide to Life on Earth* by Frank Cottrell Boyce, *Fingers Keepers* by Shelley Tougas, *Masterpiece* by Elise Broach, *Baseball Genius* by Tim Green, *My Diary from the Edge of the World* by Jodi Lynn Anderson, *Bringing Down the Mouse* by Ben Mezrich, *Hunger: A Tale of Courage* by Donna Jo Napoli, *Lights, Camera, Middle School* by Jennifer Holm, *Extraordinary People* by Michael Hearst, *Starry River of the Sky* by Grace Lin, *Tangerine* by Edward Bloor and *The League of Unexceptional Children* by Gitty Daneshvari.

MOTION: Ms. Rounseville to approve the list of books donated by Plumb Memorial Library as presented

SECOND: Ms. Fernandes

MOTION PASSED (5:0)

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

That the School Committee review a donation of sixty-five toothbrush kits from All Hands Dentistry and Sullivan Family Dental.

MOTION: Ms. Rounseville to approve the toothbrush kits as presented

SECOND: Ms. Fernandes

MOTION PASSED (5:0)

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

## **V. New Business**

### **C. Business**

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

Mr. Barber reported the following:

The Rochester School District currently has \$817,856 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 \$6,816,930 appropriated to the Rochester School District.

**\$ 6,816,930 – General Funds Approved**

**\$ 5,999,074 – Obligations Paid Year to Date**

**\$ 817,856 - Remaining Available Funds**

Bristol County Agricultural High School enrolled student operational budget totals \$208,563. The costs included in the operational budget consist of tuition, debt and transportation.

**\$ 208,563 – Bristol County Agricultural High School**

**\$ 166,832 - Obligations Paid Year to Date**

**\$ 41,731 - Remaining Available Funds**

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

Mr. Barber also reported the following from Food Service Director Jill Henesey:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Fresh Fruit & Veggie Bars have been well received by students.
- Meal participation continues to grow strong.

Students Receiving Free and Reduced Meals:

Free: 126→ 25%

Reduced: 16→ 3%

#### **3. Facilities Director Report**

Mr. Barber also reported the following Facilities Report from Eugene Jones, Director of Facilities:

- Replaced Breaker in Roof Top Unit (RTU) A-3.
- Annual air quality testing of facility completed, no action levels.
- Installed Variable Frequency Drives (VFD) on boiler pumps.
- Started Phase 1 of HVAC Recommissioning.
- HVAC system to winter mode.
- Conducted routine maintenance on all facility systems.



#### **D. Personnel**

The following staff members were hired for the 2023-2024 school year.

Melissa Mills – Instructional Assistant

Erin Sharp – Instructional Assistant

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

Chairperson Hartley stated the following:

*On September 18<sup>th</sup>, I attended the Selectboard meeting. I learned through reviewing the Selectboard Agenda that the Board was scheduled to meet on September 18<sup>th</sup> to discuss the Solar Project Contract. The project had taken a long time to go through the planning process. The Selectboard decided to go into Executive Session prior to the discussion on the agenda. As you know, this project effects our budget directly and as you know, the project also offers important support for the Town – reduced electrical rate for more than 20 years. I asked to attend Executive Session and was refused. When the Board returned to open session, they stated that they had decided to reopen the contract in its entirety. I have heard nothing further. On September 28<sup>th</sup>, the Joint School Committee held its first meeting of the school year. Kristine Lincoln was formally appointed as the Interim Director of Student services and the remaining meeting dates for this school year were approved. We heard a report on the new Strategic Plan Vision 2028 and discussed the Superintendent's Mid-cycle Review. We approved the district's professional development plan for the school year and daily substitute rates. We also engaged in policy review.*

#### **CENTRAL OFFICE ADMINISTRATOR'S REPORT**

Superintendent Nelson thanked Principal Letendre for hosting him recently and discussed visiting RMS and it was great to see the busy classrooms and other learning spaces in full swing with tons of teaching and learning happening. He toured the building with Ms. Letendre discussing how things have been going the first month of school. Mr. Nelson thanked the teachers and staff members including student led conversation during an OpenSciEd lesson in Ms. Forns classroom. He also enjoyed observing some of the youngest learners acting out a music story with Ms. Audette and some novel musicians learning new notes with our band instructor, Ms. Laprise. It was clear that the teaching staff has embraced the IntoReading learning program as he saw many classrooms actively engaged in literacy activities – with a number of student led conversations happening about the stories they were reading. Superintendent Nelson also highlighted the important work the Joint School Committee completed recently including formal adoption of Vision 2028 strategic plan and the 2023-2024 professional development plan.

#### **Dr. Fedorowicz, Assistant Superintendent of Teaching & Learning, stated on the following:**

*Last week, we had our second PD on the Sept. 27 PD half day. The teachers had an advanced training with IntoReading targeted for grades K-2, 3-6 and then a separate training for interventionists which was well-received. Our next PD day on Nov. 7 is a full PD and we will continue our focus on Literacy, specifically we will be starting the Science of Reading trainings this year now that teachers are already using the new literacy curriculum.*

*Our new teachers had a training session last week on instructional technology, specifically the Promethean boards that will enhance their use of technology in their classrooms and improve student engagement.*

*We had our first LW as a district team this year at the high school just this morning. We visited 16 classrooms in various subject areas and collaborated on the great teaching and learning and areas we want to adjust. We are using the DESE Focus Indicators and Culturally Responsive Look Fors that are aligned with the teacher evaluation rubric. Again, this is non-evaluative and a way for administrators to have PD related to productive conversations around teaching and learning in buildings. We are looking forward to our next LW which is next week right here at RMS.*

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

##### **Ms. Letendre reported on the following:**

*Rochester Memorial School students have completed their first month of school and have settled into their daily school routines. Our faculty start each day conducting Morning Meeting as outlined in the Responsive Classroom model. This is where classroom routines and expectations are modeled, reviewed and revisited, as needed. Many teachers embed content-based curriculum material as part of their morning message or morning*

activity. After-school programs began on Monday, September 25th and Mr. Woodward is the after-school program supervisor. There are approximately 200 students participating in various events. The program runs through the first and second week of November.

#### *RMS School Council:*

School Council members have been determined. There were 6 parents/guardians interested in serving on our School Council. This year's members are: Heidi Letendre, Interim Principal; Bridgit Wallenhaupt, Grade 4 Special Education Teacher; Lisa Mazzuca, Academic Interventionist; Donna Cisco, Paraprofessional. Our parents/guardians include Mr. Douglas-Sims, Mrs. Rounseville, Mr. Rosa and Mrs. Lee. The first meeting date will be on Wednesday, October 24th 3:30-4:30 PM in the RMS Conference Room.

#### *Voting Results:*

Marcial Pais 27

K. Douglas-Sims 46

Barbara Lee 30

Joshua Trombly 28

Lazaro Rosa 33

Ashley Rounseville 34

#### *Celebrations Committee:*

The Celebrations Committee is a new initiative this year where faculty and staff are welcomed to join Mrs. Letendre in planning fun events for faculty and staff throughout the school year. The goal is to enhance our school culture and show appreciation for all of our educators and school faculty. In addition, the committee is looking for ways to highlight students and plan events that do not interfere with the work of our Project 351 Influencers or our soon to be School Ambassadors. The first meeting took place on Monday, September 18th and the next meeting will take place on Wednesday, October 11th.

#### *Project 351:*

Currently, RMS has 13 new students signed up to participate in our Project 351 Playbook Initiative. This year, we welcomed 4th graders to sign up.

- 4th Graders: 6 students
- 5th Graders: 6 students
- 6th Grader: 1 new student
- 6th Graders: 10 students (22-23 school year)

Most recently, RMS had two sixth graders present their goals and wishes for this school year at the Equity Subcommittee on Thursday, September 28, 2023. Thank you to Delaney Vieira and Adeline Chua for sharing their vision for RMS and using their voice to represent Rochester Memorial School. October 17th will be the first district-wide training for our Influencers under the direction of Lauren Millette.

#### *New Faculty:*

Melissa Mills-paraprofessional in third grade

#### *Student Teachers:*

- Second Grade with Tess Hedblom and Jamie Alves: Alex Silveria
- Sixth Grade with Forrest Cote: Elizabeth Oliver

#### *Curriculum and Assessment Updates:*

During our September PLC meeting with staff, teachers met with Amanda Rathbun, from the Hill for Literacy. She guided our faculty through the Into Reading lessons and helped to outline some focus areas as an initial rollout. September 27, 2023 Faculty and Staff engaged in curriculum work based on their content area. Our teachers received training from Houghton Mifflin Harcourt on the various components of the Into Reading curriculum. The Dynamic Indicator for Early Literacy Skills (DIBELS) is an assessment that helps to identify students' strengths and areas needing improvement based on the foundational skills of literacy. This assessment helps to identify if students could be at risk of reading difficulties. DIBELS data is being analyzed to help identify Tiered II Instruction with our interventionists. Our teachers are also looking at the data to determine instructional focus areas within their classroom. Benchmark Data Meetings will take place in October for each grade level. These meetings will be facilitated by the Hill for Literacy and administration. Each student in grades K-6 was assessed in math using the AIMSweb Platform. MCAS data has been initially reviewed with faculty and as a team we will be diving deeper into the data and standards to determine next steps to improve upon the areas needing additional instruction.

#### *Upcoming Dates:*

- Meet and Greet the Interim Principal, Wednesday, October 4th from 5:30-6:30 PM in the RMS cafeteria
- Staff Meeting: Wednesday, October 4th

- *Benchmark Meetings with Hill for Literacy*
- *October 16th, Kindergarten and 4th grade*
- *October 18th, Grade 1, 5 and 6*
- *October 26th, Grade 2 and 3*
- *PTO meeting, October 10th at 3:10 PM*
- *Parent/Teacher Conferences: October 19th and 20<sup>th</sup>*
- *Book Fair will be available on both days (1:00PM to 6:00 PM on Thursday and 1:00 PM to 3:00 PM on Friday)*
- *Staff Celebration's Committee Meeting, Wednesday, October 11th*
- *Nature's Classroom, Week of October 23rd-27th (Grade 6)*
- *New Teacher Mentor Meeting, October 26th 3:30-4:30PM*

## **VIII. School Committee**

### **B. Committee Reports**

- 1. Budget Subcommittee-** Ms. Hartley reported the first meeting was held tonight for FY25.
- 2. ORR District School Committee –** Mr. Chisholm reported they met on September 6<sup>th</sup> and the next meeting is next week.
- 3. SMEC-** Ms. Fernandes reported SMEC met on September 27<sup>th</sup> and elected board members, discussed FY24 spending, revised policies and the upcoming open house in which all are invited. The next meeting is November 28<sup>th</sup>.
- 4. READS-** Mr. Nelson reported they met on September 14<sup>th</sup> and discussed considered new member districts. The next meeting is in November.
- 5. Tri-town Foundation-** Ms. Rounseville reported the met on September 21<sup>st</sup> and she was unable to attend but from the meeting minutes concluded they reviewed the grant summary report and reorganized, naming Doreen Lopes as chairperson.
- 6. Early Childhood Council-** Ms. Duggan reported they have not met but will do so on October 18<sup>th</sup>.
- 7. Policy Subcommittee-** Ms. Duggan reported they meet next week.
- 8. Equity Subcommittee-** Mr. Chisholm reported they met on September 28<sup>th</sup>.

## **IX. Future Business**

### **A. Timeline**

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is November 2, 2023 @ 6:30pm at Rochester Memorial School. The next meeting of the Joint School Committee is January 18, 2024 @ 6:30pm at the Media Room at the Jr. High School.

## **X. Open Comments**

### **Chairperson Hartley read the following statement:**

*Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

There were no public comments.

## **XII. Information Items**

### **Recommendation:**

That the School Committee review the READS Collaborative Quarterly Report Overview – September 2023 and the Finance Committee's approved transfer from the reserve fund.

MOTION to adjourn regular session at 7:58pm

MOTION: Ms. Rounseville

SECOND: Ms. Fernandes

MOTION PASSED (4:1)

ROLL CALL: Duggan: abstain (technical difficulties), Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

Submitted,

Melissa Wilcox

School Committee Secretary

# ***Rochester Memorial School***

**2023-2024**

## **Student Handbook**



### **Our Mission:**

*To inspire all students to think, to learn and to care.*

### **Our School Rules:**

*Take CARE of Yourself  
Take CARE of Others  
Take CARE of Our School Environment*

16 Pine Street, Rochester, MA 02770 508-763-2049



August 2023

Dear Rochester Memorial School Families,

We like to welcome everyone to a new school year! As a school, we are very excited to be able to share each day with your child. Our goal is to create and maintain a positive, inclusive and safe learning environment that values each student.

The Rochester Memorial School Handbook has been designed to share information regarding school policies, and general school information. We hope that you will find the information contained in this handbook to be a useful reference throughout the school year.

We look forward to this new school year and continuing to work with each family. Working together is important and is essential in supporting all students.

Thank you for your continued support!

Sincerely,

Heidi Letendre  
Interim Principal

Charles West  
Assistant Principal

**Rochester Memorial School Administrative Staff**

**Heidi Letendre - Interim Principal**

**Charles West - Assistant Principal**

**Ellen Murphy - School Nurse**

**Alison Guard - Principal Secretary**

**Kim Amato - Special Education Secretary**

### **Central Office Administration**

**Michael S. Nelson - Superintendent of Schools**

**Sharlene Fedorowicz – Asst. Supt. of Teaching & Learning**

**Howard Barber – Asst. Supt. of Finance and Operations**

**Kris Lincoln - Interim Director of Student Services**

**Eugene Jones - District Facilities Director**

**Jill Henesey – Food Service Director**

**Doreen Lopes – Early Childhood Coordinator**

**Susana Cunningham – Human Resources Coordinator**

Central Office Phone (508) 758 - 2772

### **Rochester Memorial School Committee Members**

Sharon Hartley, Chairperson

Katherine Duggan, Vice-Chairperson

Jason Chisholm

Anne Fernandes

Robin M. Rounseville

**Rochester Memorial School Staff**  
**2023-2024**

**School Administrative Assistant:**

Ms. Guard

**Special Education Administrative Assistant:**

Mrs. Amato

**Project Grow, Preschool:**

Ms. Pacheco

Ms. Garcia - Speech-Language Pathologist - Project GROW

**Kindergarten:**

Mrs. Baronas

Ms. Derderian

Mrs. St. Yves

Mrs. Weigel

**Grade 1:**

Mrs. Beson

Mrs. Lenahan

Mrs. Nelson

Mrs. Staier

Ms. Dederian

**Grade 2:**

Mrs. Alves

Mrs. Bradley

Mrs. Hedblom

Mrs. Realini

Mrs. Russo

**Grade 3:**

Mrs. Banno

Ms. Higgins

Ms. Hunter

Mrs. Koepfel

**Grade 4:**

Mrs. Cabral

Mrs. Cyr

Ms. Griffin

Ms. Wollenhaupt

**Grade 5:**

Ms. Campbell

Mrs. Rogers

Ms. Houlihan

Ms. Harper  
Mr. Forns

**Grade 6:**

Mr. Cote  
Mrs. Forns  
Ms. Teves  
Mrs. Audette  
Ms. Coelho

**Specialists Areas:**

Mrs. Audette - Music  
Mrs. Guertin - Health  
Mrs. Hemenway - Art  
Mrs. Laprise - Band  
Mrs. Sollauer - Media Center  
Mr. Woodward - Physical Education

**STEM (Science, Technology, Engineering & Math Specialist)**

Mr. Huckabee

**Academic Interventionist:**

Mrs. Mazzuca

**Reading Specialists:**

Mrs. Johnson  
Mrs. McIlmail

**School Social Workers:**

Mrs. Cruz  
Mrs. Pacheco

**English Language Learner Teacher:**

Mrs. Dranchak

**School Psychologist:**

Mrs. St. Thomas

**Speech Pathologists:**

Mrs. Lambert-Matos  
Mrs. Bejtlich

**Physical Therapist:**

Mrs. Hasbrouk

**Occupational Therapist:**

Ms. Souza

**Paraprofessionals:**

Mrs. Henrie  
Mrs. Bateman  
Mrs. Parker  
Mrs. Moniz  
Mrs. Sousa  
Mrs. Ovia  
Mrs. Arruda  
Mrs. Harding  
Mrs. Hunter  
Mrs. Cisco  
Mrs. Miranda  
Mrs. Sharp  
Mrs. Mills

**School Nurse:**

Mrs. Murphy

**Maintenance Supervisor:**

Mr. Bernard

**Technology Support:**

Mr. Ashley  
Mrs. Bednarczyk  
Mr. Houde  
Mr. Simmons  
Ms. Wheeler

**Cafeteria Staff:**

Mrs. Gonet - Head Cook  
Mrs. L'Heureux - Asst. Cook  
Mrs. Randall  
Mrs. Pimentel

**GENERAL INFORMATION**

School Hours: 8:40 AM - 3:00 PM

**Transportation Information****Bus Transportation**

Bus routes for the Old Rochester Regional School District and Massachusetts



School Superintendency Union #55 for the Towns of Marion, Mattapoisett, and Rochester are established yearly. Eight buses transport our students. Routes are slightly modified each fall to accommodate new membership. Any questions regarding bus routes and/or stops that affect your child should be addressed to the District's transportation provider, **Amaral Bus Company Inc.** Ms. Cheryl Sweeney, Dispatch Manager at [amaralbustritown@gmail.com](mailto:amaralbustritown@gmail.com) or (774) 507-6082.

At this time, changes in student transportation plans are strongly discouraged. Please Contact the main office with any questions or requests. For Rochester Routes, please use the following link. <https://www.olderochester.org/families-students/transportation>

## **Buses**

The following safety precautions will be followed on school buses:

- Windows on buses will be kept open to circulate fresh air;
- Seating arrangements will account for students with disabilities who require close contact with adults.
- Routine cleaning of buses will be implemented.

There will be 8 Rochester bus routes this year and buses will continue to use the front loop of the building. Students will be encouraged to safely disembark from the bus.

## **Arrival**

Upon entering the building, students will proceed directly to their classrooms.

Students will disembark in the following manner:

- Kindergarten and First Grade Teachers/Staff will gather their students from each bus.
- Kindergarten will enter the building through the K/Project Grow entrance and First Grade will enter through the middle entrance.
- Grade levels 2-6 will disembark their buses one grade level at a time as directed by their bus driver. Grade levels will disembark beginning with Grade 2; and then the other grades will respectively follow.
- Grades 2 will enter through the middle doors and will proceed down the hallway between the media center and the courtyard.
- Grades 3, 4, 5 & 6 will enter through the main entrance and will proceed directly to their individual classrooms.

## **Departure**

Students will be dismissed following the afternoon announcements. Students will depart through the same doors they entered the building in the morning.

1. Students will be dismissed by grade level beginning with Grade 6 and progressing to Kindergarten.
2. Kindergarten and First Grade Teachers/Staff will escort their students to each bus.
3. Grades 2-6 teachers/staff will escort their students to the exits of the building.
4. Once all buses are fully loaded, they will be allowed to depart.

### **Parent/Guardian Drop-Off & Pick-Up**

In an effort to facilitate the safest and smoothest transition for our students who are not riding the bus at the beginning and end of the day, we ask that you please adhere to the following safety precautions.

- Parents/Guardians may park their vehicle and walk their child to their respective grade level drop off location. (K-2 drop off/pick up @ main entrance with black bollasts, 3-6 drop off/pick up @ door near the structure)
- Please use the crosswalks at all times when walking your student(s) to and from your vehicle
- Staff will be stationed at the two rear entrances to support students' transition into the building.
- Please do not pull around and pass other parent/guardian vehicles during this process. Your patience is greatly appreciated.

### **Arrival (Drop Off)**

- Parents/Guardians will drop-off their students in the back loop starting at 8:35 AM.
- Students in Grades K-2 will be dropped off and enter the building through the main rear entrance.
- Students in Grades K&1 will safely line up at a designated area outside or inside weather permitting. Once all students have arrived a staff member will walk them to their classrooms.
- Students in Grades 2 will go directly to their classrooms.
- Students in Grade 3-6 will be dropped off and enter the building through the rear entrance of the C Wing near the playground structure. These students will go directly to their classrooms.
- In order to ensure that other cars may pull in behind, parents/guardians will be encouraged to pull their vehicles all the way up to the end of the building.

### **Departure (Pick Up)**

- Parents/Guardians will pick their students up in the back loop beginning at 2:55 PM.
- Parents/Guardians may park their vehicle and meet their child at their designated grade level location.
- Students in Grades K-2 will be picked up at the main rear entrance.
- Students in Grade 3-6 will be picked up at the rear entrance of the C Wing.
- As cars depart, please continue to pull your vehicle forward.
- Please refrain from pulling around and passing other vehicles during this process.
- Please stay in your car while your children are loading and please avoid allowing them to board on the passenger side of your vehicle.

### **Student Emergency Information or Status**

### **Parent Notification to RMS**

To ensure student safety, changes in family situations, addresses, or cell and telephone

numbers **must be** reported to the school office *immediately*. It is important that all our records are up to date. Please fill out the Student Information Update Form, included in your Power School profile online documents immediately. This form serves as an annual ‘affidavit’, attesting to a student’s residency in our town. Families moving from the town should notify the school office at least three days before their departure so transfer materials can be prepared. A *release of information* form must be received from the “new” school before any records will be forwarded.

## **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) mandates 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 absence  
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.

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.

### **When Absences Exceed Three or More Days**

On the third 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.

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.

### **Riding Bicycles to School**

Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. **A blanket permission note is required before students begin riding to and from school.** Bikes must not be ridden on sidewalks just outside school where children and adults are walking. Students not following safety rules may have their riding privileges revoked. A bike rack is available in front of the cafeteria. Students are encouraged to lock their bicycles.

### **School Breakfast & Lunch - Food Service**

Full student breakfast and lunches are available at no cost. A la carte menu choices are available at a variety of prices. *Free and Reduced Lunch Assistance* forms are sent to all families electronically and are also posted to the RMS webpage. Paper applications may be sent home at the start of the school year if a family requires a paper version and are also available at the school office. Applications are accepted throughout the year.

### **Lunch Protocol**

Students will come to the cafeteria line. The child's meal choice (hot or cold) is placed on the counter, and the student takes their meal package and proceeds to the cashier. Lunch monitors clean and sanitize desks after children leave prior to the next group entering.

### **Lunch Menus**

[Lunch menus](#) will be posted on [Old Rochester Regional School District MSU #55 - School Nutrition and Fitness and Nutrition Website](#)

The Commonwealth of Massachusetts has decided to extend free school meals for all students through the 2022-2023 school year! This means that breakfast and lunch will continue to be served at no cost to all students. However, students choosing only milk is not part of the free program and will be charged. A la cart items are not part of the free meal and students will be charged for any a la cart item they chose. Families that need assistance should complete a Free and Reduced Lunch Application immediately. Each application can be downloaded and emailed to the Food and Nutrition Director or by clicking the link and applying online. Online applications will be processed much faster than paper applications. The application for Free and Reduced Lunch can be



found on the District website - [LINK TO: District Food & Nutrition Website](#) Even though lunches are free, we still need to maintain our accounts in good standing with a debitable balance. If students want an extra milk or snack, there will be a charge for those items and the student's account will be used. There are settings to automatically replenish your account once the balance reaches a minimum amount. Here is a link to Titan: <https://family.titank12.com/>

### **Bringing Lunch from Home**

If you choose to have your child bring lunch from home each day, to keep it cold, we recommend (1) bringing food in an insulated lunch bag with a frozen gel pack or frozen juice box; (2) freezing the sandwiches overnight (will thaw by lunchtime but keep cold until then); (3) packing the foods in a cooler with ice or another cold source.

Please note the District Life Threatening Allergy Policy Below:

[Life Threatening Allergy Information](#)

### **School Safety and School Visits**

All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building *for any reason*; office staff will provide badges to wear once the ID is scanned into our system and each visitor is approved to enter. This includes stops at the Nurse's station. All visitors who do not have a valid driver's license or Massachusetts issued ID card will not be allowed to enter the school during operating hours.

Parents or guests wishing to visit a particular class are asked to plan with the teacher or the principal at least one day in advance. Teachers will always welcome an extra pair of hands; we encourage you to become an active part of our volunteer staff. Massachusetts State Law requires that all regular classroom volunteers, lunchroom visitors and field trip chaperones have a Criminal Record (CORI) check. These forms must be completed in the school office before your first volunteer visit. Visitors are asked to park in the lot at the rear entrance of the

school. Do not park in the driveway or on the road in front of the school. Cars parked on either side of Pine Street during school hours will be ticketed.

### **Student Dress**

School is a place where student learning is a priority. A student's attire may influence his/her attitude as well as how much he or she learns. Student dress, therefore, is expected to be in good taste, appropriate for the weather and for academic work. It is not our purpose to dictate specific dress, but rather to ensure that our students are dressed in such a way as to contribute to their success and help generate a positive learning environment throughout our school. Students are not to be attired in clothing that compromises safety or modesty or is disruptive to the educational process.

In order to assist parents in planning for their student's school apparel, the following guidelines are presented. Students are prohibited from wearing any clothing, including masks, that contain offensive or obscene symbols, slogans or words that degrade any gender, cultural, religious, or ethnic values, and clothing that contains language or symbols oriented toward violence, drugs, or alcohol. The administration reserves the right to determine appropriateness of clothing consistent with these guidelines. A student whose clothing is determined inappropriate for school will be required to arrange for other, more appropriate, clothing to be provided.

All coats, boots, sweaters, sweatshirts, backpacks, lunchboxes and hats should be clearly marked with students' names. For those of you who have seen our Lost and Found area, you know that this can be a problem. Take the time to label! This will allow items to be returned easily if lost, or avoid confusion when two items are similar. Several cases of lost clothing were donated to charity during the last school year.

### **Recess**

All students will have outdoor recess. Recess is held indoors only in very inclement weather. Please be sure that your child is properly dressed. Decorative footwear and flip-flops can create a safety issue when students play at recess. Therefore, flip-flops or any other type of opened-toe shoes are not to be worn to school. We strongly recommend sneakers for all students.

### **Student Valuables**

It is strongly recommended that students do not bring large sums of money, cell phones, hand-held video games, toys or stuffed animals to school.

### **Inclement Weather: Cancellations and Delays**

Please be attentive to our telephone messaging system for news of school cancellations or delays. During stormy weather the District may call school for an entire day, or for a one to two hour delayed opening. If bad weather develops during the school day, afternoon classes or special programs and after-school activities may be canceled. It is important that families have plans in place for dealing with these possibilities. We utilize the "BlackBoard" communication program that is capable of contacting all RMS families within a five to ten-minute window. As soon as the Superintendent has determined a delay, closing, or early dismissal, we will send out a "BlackBoard" call. As a result of all district schools utilizing the BlackBoard system, storm delays and closings may not be broadcast on local television stations. We ask that you not call the school office or the police station.

The dispatcher reports they receive many calls which interfere with their ability to handle actual emergencies. If the decision is made to close school early or cancel after-school activities, due to inclement weather, an attempt will be made to contact

parents, using all emergency contact numbers within the “BlackBoard” system. In the event of a non-weather emergency, we will contact all families using the same system.

### **Telephone Calls**

Responsibility is an important attribute for all students. No school telephone in any office may be used by students. If students have forgotten books, classwork, or musical instruments, classroom teacher discretion will determine whether a call can be made via the classroom telephone. Teachers’ classroom phones are capable of local calling only. In cases of illness or emergency, calls will be made by the school nurse, an administrator, guidance counselor or personnel in the main office. Students will not be called to the phone for any reason. Messages will be taken in cases of illness and emergency.

### **Cell phones/Smart Watches**

A student may carry or keep a cell phone in his/her backpack if authorized by the school office. The phone must be shut off and kept in the child’s locker/backpack and may be used only for emergency or unusual circumstances as agreed by parents/guardians and administration. The phone and/or **electronic watch** may not be used to receive or send messages anytime during school hours or on school buses. Student phones/**watches** used to make, or receive, unauthorized calls during school hours, or on a bus, will be confiscated by the school administration or the bus driver.

Students with Smartwatches or the like, may wear them in school, but they are not to be used for anything other than telling time during the school day or during school sponsored activities without parents/guardians being present. In the event that a student uses the watch for other purposes, it will be confiscated and held in the front office until the end of the day.

### **Homework and Independent Reading**

The School Committee has established homework guidelines that all teachers follow. Your child’s teacher will establish homework routines appropriate to his grade level. The School Committee policy can be acquired through the main office at the school. We ask all family members to become “Reading Partners” with our students. Research shows the more children read, the better readers they become. We encourage all students to read independently each night for 20–30 minutes before bed. In some classrooms, Student Reading Logs are sent home for students and/or parents to initial.

### **Photographs of School Activities for Local Papers**

Opt-Out Procedure for Parents Who Do NOT Want Their Child’s Picture to Appear  
As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to request that no picture of your child is used in this way. You must make this request in writing by completing a FERPA Privacy Form and

returning it to the Principal before September 3rd. If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website

### **Parent Guardian Involvement & Concerns**

1. Being actively involved in your child's school is helpful to both your child and the school community. The Parent Teacher Organization (PTO) meets for an hour once a month in the PTO Office at RMS.

2. School Council - In June of 1993, the Massachusetts State Legislature passed and Governor Weld signed into law The Education Reform Act of 1993. Section 59C of Chapter 71 of the Education Reform Act of 1993 calls for the establishment of a School Council at each elementary, secondary, and vocational school in the Commonwealth. The school council provision of the act is intended to enhance parent and community participation in the school. The PTO, by law, is responsible for conducting the election of all parent representatives to the School Council. The nomination and election process is conducted each September and parent volunteers are needed to be a part of our School Council. Representation from primary and intermediate grade students' families, as well as special education families (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month.

3. The Rochester School Committee sets its meeting schedule at the start of the school year. These meetings are typically on the first Thursday evening of the month. Meetings are held at the Rochester Memorial School and are televised.

Constructive criticism of our school is welcomed on the assumption that it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its tasks more effectively. Complaints are resolved most expeditiously if they are first taken to the staff member or administrator immediately in charge of the area in which a problem arises, then through successive administrative levels to the Principal, Superintendent, and subsequently to the School Committee, if necessary.

Anonymous letters serve no positive purpose when trying to resolve problems and will not be given the same weight as an identified correspondence. The School Committee has adopted a policy to be followed when a parent/guardian has a concern that has not been satisfactorily addressed. A copy of that policy is available at the school office.

**Mrs. Letendre, Interim Principal,** is available to all RMS families each month before PTO or School Committee meetings and at other times during the school day by appointment. Please call the school office or contact the principal directly via email: [heidiletendre@oldrochester.org](mailto:heidiletendre@oldrochester.org).

All teachers are accessible via the school's e-mail carrier as well. Go to our school website, <https://rms.oldrochester.org/> to access a list of staff/teacher email addresses.

### **First Aid/Emergencies**

If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents. Parents are responsible for transporting the student home in the event of illness or injury. If a serious illness or accident (life-threatening accident) occurs at school, the Rochester EMS will be called for transport to the hospital.

## **Health Information**

### **Health Records**

Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in grades 3 and 6.

Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5. Screening for head lice is done as needed.

### **Dispensing Medications**

Children are not permitted to carry medications on the bus or in the school building. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer any prescription medications in school, as required by Massachusetts General Law. Parental permission is also required. A Medication Protocol form that covers non-prescription medications is included in this packet. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent or by a school representative who has permission from the parent. Children will be allowed to self-administer inhalers on field trips only, with permission of the school nurse and when parental permission is on file at the nurse's office.

### **Additional Services Available**

Rochester Memorial School offers all students General Education support and accommodations including:

- Title I Services
- Social Work/Counseling Services
- Availability of the School Psychologist
- Reading Specialist Support
- STEM Specialist
- Academic Interventionist



- Others as outlined in the Rochester Memorial School Curriculum Accommodation Plan.
- Rochester Memorial School provides many Special Education services to students (who are eligible) including:
  - Inclusive support in regular classrooms
  - Pull-out instruction when warranted
  - Speech and Language therapies
  - Occupational and physical therapies
  - School Social worker small group/individual support

## **Health and Guidance Curricula**

District Health and Guidance Curricula have been implemented across all grade levels at RMS. There are nine general topics covered with the specific content tailored to the developmental needs of our differing age groups. The topics are as follows:

### **Growth & Development**

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development (At the fifth-grade level, students will have an introduction to the human reproductive system. A parent letter will be sent out prior to the presentation).

Nutrition Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

**Social & Emotional Health** Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

Family Life Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

**Interpersonal Relationships** Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

**Disease Prevention & Controls** Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

**Safety & Injury Prevention** Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation,

will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Violence Prevention Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence. If parents/guardians wish their children to be exempt from any portion of the Health Curriculum, a written request should be addressed to the school principal.

### **General Student Information**

#### **The Massachusetts Comprehensive Assessment System (MCAS) Testing**

Once during the school year, students in grade 5 participate in the Science Massachusetts Comprehensive Assessment System (MCAS) Test. Also, once a year all students in grades 3-6 will participate in the English Language Arts & Mathematics Massachusetts Comprehensive Assessment System (MCAS) tests. Testing during the 2022-2023 school year will take place at the following times:

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)	
ELA Testing Window:	March 25–April 26
Math Testing Window:	April 23–May 24
Science Testing Window:	April 23–May 24

It is highly recommended that all students must be present during MCAS testing.

#### **Student Records**

The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed access to the information in a student's record. Specific written consent provided by the parent or legal guardian is necessary for any other examination. A student transcript, which includes name, address, and grades, is kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, and Special Education records are given to the student upon graduation or destroyed within five years after the student leaves the school system. In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being

made. Copies of any part of the record may be requested and a reasonable fee may be charged for the cost of duplicating these materials. It has been our practice to make any student records easily accessible to parents.

The Commonwealth of Massachusetts has adopted procedures for non-custodial parents who wish to receive separate copies of student records or school notices. Information is available in the school office.

### **Report Cards and Parent Conferences**

It shall be the duty of each teacher at the end of each term or at the end of any period of time designated by the Superintendent, to estimate and to record the progress of students. The report card is an effective means of communicating an individual student's progress in relation to the curriculum and his/her own mastery of skills and social development. In the elementary grades, the written record is a standards-based report that indicates a student's progress.

Rochester Memorial School operates on a three-term grading cycle.

<b>Term</b>	<b>Period Covered</b>	<b>Number of Days</b>	<b>Marks Close</b>	<b>Report Cards Issued</b>
<b><u>1st</u></b>	Aug. 30 - Nov. 29	60 days	November 29, 2023	Friday, Dec. 8, 2023
<b><u>2nd</u></b>	Nov. 30 - Mar. 6	58 days	March 6, 2024	Friday, March 15, 2024
<b><u>3rd</u></b>	Mar. 7 - June 10	60 days	June 6, 2024	Monday, June 10, 2024 Day 180

Regular communication between school and home is important if we are to be successful. Conferences between parents and teachers are scheduled once during the school year, but if questions about your child's progress should arise in any curricular area, initiate a conversation with teachers at any time.

### **Promotion/Retention of Students**

It is expected that students' progress annually from grade to grade. Exceptions are made only when it is in the best educational interest of the student.

## **Student Enrichment:**

RMS offers various ways for students to enrich their academic learning. Below are some examples:

- Student Ambassadors with 5<sup>th</sup> & 6<sup>th</sup> grade representatives and officers
- **Project 351 Program**
- Annual Talent Show
- Science Fair
- Student vs. Staff Basketball Game
- 4<sup>th</sup> Grade Chorus: Students participate in a music-based production that is presented in January.
- 5<sup>th</sup> and 6<sup>th</sup> Grade Chorus: Groups meet once a week during school, several performances each year including the *FORM* concert which showcases all choruses in the district.
- 4<sup>th</sup> Grade Band: Students select an instrument for in-school instrumental instruction. In January, students come together as a beginner band.
- 5<sup>th</sup> and 6<sup>th</sup> Grade Band: Weekly instrumental instruction continues and the students meet as a band once a week.
- Jazz Band: Auditions are held in the fall and the band meets before school once a week.
- After School Activities: There are three enrichment/athletic sessions each year: one in the fall; two sessions in the spring. Each session lasts 8 weeks and offers a variety of elective programs. Brochures are sent home with students.

## **Field Trips**

During the year, field trips may be scheduled at each grade level. A student's behavior while on these trips will reflect upon his/her school. Misconduct will not be tolerated. A permission slip must be signed by one of his/her parents or guardians before a student can participate in the field trip. The form must be returned to the teacher-in-charge prior to the trip. All school rules apply to field trips. Any child may be denied the privilege of going on a field trip based on poor academic performance or inappropriate behavior.

## **Internet Use Policy**

An Internet user agreement is given to students at the beginning of their elementary experience. Students and parents sign and return the agreement and it is kept on file.

## **General Statement and School Rules:**

Rochester Memorial School emphasizes a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modeling of the adults around them. Students, teachers, administrators and parents all work together to maintain a safe, orderly school environment where everyone can learn and grow.

Students are expected to follow the school-wide rules that follow. These rules apply at all times, in all areas of the school.

- **Take CARE of Yourself**
- **Take CARE of Others**
- **Take CARE of Our School Environment**
- **Everyone C...A...R...E...S!**

<b>COOPERATION:</b>	We work, learn and solve problems together, with our friends and teachers.
<b>ASSERTION:</b>	We assert ourselves appropriately and respectfully.
<b>RESPONSIBILITY:</b>	We make good choices about our behavior and our learning. We respect one another and ourselves throughout the day.
<b>EMPATHY:</b>	We think of our friends and their feelings; we care about how others will react to us.
<b>SELF CONTROL</b>	We stop to think about what it is we'll say or do - in class, on the bus, on the playground - everywhere.

### **Party Invitations:**

In keeping with RMS's C.A.R.E.S. philosophy, and as a result of not wanting any child to feel hurt or excluded, we remind parents of the insensitive practice of students bringing party invitations to school. Uninvited students as well as the inviter may be in unnecessarily uncomfortable situations. Please take the time to mail party invitations, or see that they are delivered outside of the school community and school day.

The Rochester Blue Book is a great reference for parents to find addresses. We ask that you not call the office for this information.

### **School Staff Role in Establishing High Behavioral Expectations:**

Teachers and support staff model and reinforce positive behavior and compliance with school-wide rules and values. In addition, teachers implement classroom rules and policies. Generally, these rules are developed with student involvement appropriate to age and social development.

These classroom policies are submitted to the Principal for review. After administrative review, teachers will send home written classroom rules and consequences for family discussion. Students and parents/guardians and teachers will sign the Student Conduct Agreement that will be kept on file in the classroom.

Teachers follow all disciplinary steps outlined in their program on a consistent basis.

This may include notes or phone calls home, after school time, individual contracts as deemed appropriate, or other strategies. Teachers and parents who have ongoing concerns about a student's behavior have several sources of support - the School Adjustment counselor, Administration, and the Staff Assistance Team.

### **Responsive Classroom**

Rochester Memorial School utilizes the Responsive Classroom approach in supporting our students in the learning process and throughout the school day. All RMS teachers and administrators have participated in Responsive Classroom training.

Responsive Classroom is a way of teaching and leading that creates a safe, challenging, and joyful classroom and school wide climate for all students. Teachers who use the Responsive Classroom approach understand that all of students' needs—academic, social, emotional, and physical—are important.

Elementary teachers create an environment that responds to all of those needs so that your child can do his or her best learning. The Responsive Classroom approach develops teachers' competencies in four key areas:

1. Engaging Academics—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

### **Student Fee, Fines and Charges (Approved by the Rochester School Committee)**

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges. A school may exact a fee or charge only upon School Committee approval. The schools, however, may:

- ***Charge students enrolled in a certain course for the cost of materials used in projects that will become the property of the student.***
- ***Charge for lost and damaged books, materials, supplies and equipment.***

Students who are experiencing financial hardship are exempt from paying fees.

However, these students are not exempt from charges for lost and damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's handbook or in some other written form and distributed to

each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District. Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

#### **Replacement Fee Recommendation**

Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple usb-c to lightning cable	\$25.00
Apple usb power adapter (block)	\$25.00
Case	\$50.00

#### **Discipline and Behavior Expectations**

##### **Bullying**

In the spring of 2010 the legislature and governor enacted an anti-bullying law that impacts all schools in Massachusetts. Bullying is defined as a type of violence that occurs when someone uses his or her power unfairly and repeatedly to hurt someone else. The law recognizes bullying as any repeated word, look, sign, or act that hurts a

person's body, feelings, or things. All staff members will receive training during this year that will better equip them to deal with students' needs in this area. We recognize each student for his or her unique qualities, attributes, and characteristics. We embrace the differences among all students and will continue to foster an environment of acceptance with an appreciation for those differences.

**Discrimination:**

The Rochester School District adheres to the following Anti-Racism Resolution:

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students.

WHEREAS, it is the responsibility that every district provides to all district staff, including:

School Committee members annual professional development on diversity, anti-racism, equity and inclusion; WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce.

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based.

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by diverse authors and works from diverse perspectives.

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to impact our public and private institutions.

RESOLVED: that the Rochester School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff. We must ensure our own school culture and that every district in the Commonwealth is actively anti-racist.

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

The Rochester School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.



**Harassment:**

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school related event, function or activity relating to an individual's action or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or

offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

**Retaliation:**

Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

**Hate Crime:**

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

**Bullying Prevention & Intervention Policies**

Everyone has the right to feel safe in and out of school. Any form of bullying or cyberbullying is forbidden in any location.

*Bullying* refers to repeated, intentional acts of physical or mental cruelty or intimidation between two people who are unequal in real or perceived social power.

- Targets of school bullies may be perceived as "different" in either subtle or noticeable ways.
- Bullying is *not* simply "conflict". The most common type of bullying is verbal or psychological but technological advances in our society mean that the next most common type of bullying is, or soon will be, written in the form of cyber bullying.
- Every reported act of bullying will be investigated, action will be taken where necessary, and parents will be notified. The school can investigate any bullying or cyberbullying that occurs on or off school grounds if it is having an apparent impact on the student's education.
- School disciplinary actions will be taken if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, disrupts the education of the victim or disrupts the orderly operation of the school.

- Disciplinary actions range from a warning to after school detention, an in or out of school suspension, and may include notifying police.
- Targets must seek help from an adult. Reports of bullying can be made to parents, guardians, principals, teachers, counselors, or any trusted adult. The adult will immediately inform the principal and an investigation will begin. It is important to note that a member of the school staff may be named as the “aggressor” or “perpetrator” in a bullying report. For example, the following staff members (but not limited to) could be named: educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extracurricular activity or paraprofessional.
- Retaliation is prohibited against a person who witnesses and reports bullying, provides information during an investigation, or has reliable information about bullying.

### **School Contacts:**

**Heidi Letendre, Interim Principal (508)763-2049 ext.2010**

heidiletendre@oldrochester.org

Charles West, Assistant Principal ext. 2224

charleswest@oldrochester.org

Sharon Cruz, School Social Worker ext. 2015

sharoncruz@oldrochester.org

Jamie Pacheco, School Social Worker ext.1116

jamiepacheco@oldrochester.org

### **Video Cameras**

The School Committee, after carefully considering the privacy rights of students and drivers and the District’s duty to ensure discipline and protect the health, welfare, and safety of staff and students on school transportation vehicles, has authorized the use of video cameras on its transportation vehicles when deemed necessary by school administration.

### **School Bus Conduct Rules:**

1. Treat your bus driver and other passengers with respect and courtesy.
2. Get on and off the bus by moving slowly and safely.
3. Passengers must be seated at all times with their feet on the floor, and facing forward.
4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.
5. Arms and heads must be kept inside the bus.
6. Windows may be open only by the bus driver or with his/her permission
7. Aisles must be kept clear at all times.
8. Profane and bullying language is forbidden.
9. Horseplay is unsafe and forbidden.
10. Throwing objects is unsafe and forbidden.

## **Bus Expectations**

The driver of the offending student will report violations of bus rules to the student, the school principal and the student's parents in writing promptly. Violations may result in the loss of bus privileges or application of discipline sanction up to and including suspension.

1st Offense – Warning

2nd Offense – Detention or Assigned Seat at Front of Bus – *This will be strictly enforced in conjunction with changes to our bullying policy*

3rd Offense - bus suspension

Repeated Offenses\* - Consideration of permanent exclusion

\*Including exclusion from the bus for the balance of the school year.

Complete copies of the Transportation Policy are available upon request and for all new incoming students.

The Rochester School District has established rules and policies regarding bus discipline. Bus drivers report violations of rules to administration. Parents receive a written notice of the incident and its consequences. School buses are equipped with videotape equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Copies of the Rochester School District Bus Policy are available at the RMS office

## **Behavior Expectations**

Expectations for behavior are necessary in order to guarantee that those who do not respect these rights do not interrupt the educational rights and privileges of well-behaved students. Rules are required to ensure students' cooperation and responsible behavior. Self-control and consideration of others are the key components.

Students must behave appropriately and accept the leadership of teachers, school officials and others who have been assigned such responsibilities. Students must also adhere to school regulations on the way to and from school, on school grounds, on school buses, during extracurricular activities, or any time while under the school's supervision. Students may be disciplined for other behavior, which directly or indirectly impairs the educational process or good order of the school.

## **Due Process/Suspension and Expulsion:**

Ordinarily, Teachers, administrators, and other authorized staff will discipline students for inappropriate behavior. Consequences may include verbal warning, "time out", and notification to parents, referral to the principal, and/or detention. More serious cases, such as disrespectful language, stealing, destruction of property, fighting, drug possession and/or abuse, and possession of dangerous objects, will be referred to the administration, who may impose discipline, including suspension and/or expulsion, as provided by law.

Before a student is removed from the school for disciplinary reasons, the student will be provided with notice and a hearing; however, a student may be immediately removed from school if the student's presence poses a continuing danger to persons or property

or an ongoing threat of disrupting the academic process. In such circumstances, the notice and hearing will follow the initial removal from school. Notice and hearing will consist of the following: the designated disciplinarian will give the student and/or parent/guardian oral notice of the charges against him/her, and an opportunity to present his/her version of the facts. If the designated disciplinarian thereafter decides to suspend or expel the student, the student will be informed of the length of the suspension or expulsion. The parent will be notified of the hearing and will be permitted to attend.

### **Sexual Harassment:**

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of his/her participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If a student or employee believes that s/he has been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that s/he has witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable. A complaint of sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment will be accurate and may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

### **Special Offenses**

*Massachusetts General Laws, Chapter 71, Section 37H*

G.L. Chapter 71, §37H	G.L. Chapter 71, §37H $\frac{1}{2}$	G.L. Chapter 71, §37H $\frac{3}{4}$
<p><b>Offenses:</b></p> <p>On school premises or at school-sponsored events or activities:</p> <ul style="list-style-type: none"> <li>• Possession of a dangerous weapon</li> <li>• Possession of a controlled substance</li> <li>• Assault on a member of the educational staff</li> </ul> <p><b>Consequence:</b></p>	<p><b>Offenses:</b></p> <ol style="list-style-type: none"> <li>1. A felony charge or felony delinquency complaint against a student.</li> <li>2. Conviction, adjudication, or admission of guilt with respect to such felony.</li> </ol> <p><b>Consequence:</b></p> <ol style="list-style-type: none"> <li>1. Felony charge or felony</li> </ol>	<p><b>Offenses:</b></p> <p>Any offense that is not addressed in 37H or 37H <math>\frac{1}{2}</math>.</p> <p><b>Consequence:</b></p> <p>May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been</p>

<ul style="list-style-type: none"> <li>● Exclusion for amount of time up to expulsion;</li> </ul> <p>Principal may suspend and not expel as he or she deems appropriate</p>	<p>delinquency complaint: suspension for a period of time deemed appropriate by principal <b>if</b> the Principal determines the student's continued presence would have a substantial detriment on the general welfare of the school.</p> <p>2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) <b>if</b> the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.</p>	<p>considered; consider ways to re-engage the student in learning.</p> <ul style="list-style-type: none"> <li>● Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.</li> <li>● No student may be suspended for more than 90 school days in a school year.</li> </ul>
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<p><b>Due Process:</b></p> <ul style="list-style-type: none"> <li>• Constitutional due process;</li> <li>• Prior notice to student of charge and written notice of right to hearing;</li> <li>• Right to representation at hearing; and to present evidence and witnesses at hearing.</li> </ul>	<p><b>Due Process (for either suspension or expulsion):</b></p> <ul style="list-style-type: none"> <li>• Constitutional due process;</li> <li>• Written notice of the charges and of the reasons before the suspension takes effect;</li> <li>• Principal may determine the appropriate amount of time for suspension;</li> <li>• Written notice of the right to appeal to the superintendent;</li> <li>• Suspension remains in effect pending appeal to the Superintendent.</li> </ul>	<p><b>Due Process:</b></p> <ul style="list-style-type: none"> <li>• Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the principal before suspension takes effect. Consult 603 CMR 53:08 for details on notices.</li> <li>• Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process</li> <li>• Explicit requirement to</li> </ul>
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		<p>translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate.</p> <ul style="list-style-type: none"> <li>• Principal must make and document reasonable efforts to include the parent in meeting/hearing with the student.</li> <li>• Principal must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping.</li> <li>• Following hearing, principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.</li> <li>• Before any out-of-school suspension of a student in preschool or grades K – 3, principal must notify superintendent in writing</li> </ul>
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		of the alleged misconduct and the reasons for suspending the student out-of-school.
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<b>Appeal from Principal's Decision:</b>	<b>Appeal from Principal's Decision to Suspend or to Expel:</b>	<b>Appeal from Principal's Decision:</b> <ul style="list-style-type: none"> <li>• Timeline for requesting appeal: written request</li> </ul>
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<ul style="list-style-type: none"> <li>• Right to appeal expulsion decision to superintendent</li> <li>• Timeline for requesting appeal: ten days from date of expulsion</li> <li>• Right to counsel at hearing</li> <li>• Superintendent can make factual determinations as well as determine consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion</li> <li>• Superintendent must hold hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.</li> <li>• Superintendent may overturn or alter the decision.</li> </ul> <p><b>A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.</b></p>	<p>not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted.</p> <ul style="list-style-type: none"> <li>• The superintendent must hold hearing within 3 calendar days of the parent's request for a hearing. The student or parent may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent if the superintendent has made a good faith effort to include the parent.</li> <li>• The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her expense at the hearing.</li> <li>• The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.</li> <li>• The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater</li> </ul>
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		<p>than the principal decided. A written decision is due within 5 calendar days of the hearing.</p>
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<p><b>Provision of Education Services:</b></p> <p>Provide every student an opportunity to make <i>academic progress</i> during the period of suspension (whether in-school or out of-school) or expulsion, to make up assignments, and earn credits missed.</p> <p>A district that suspends or expels a student for <i>more than 10 consecutive days</i> must provide the student and the parent with a <b><i>list</i></b> of alternative educational services.</p> <p><b>See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.</b></p>	<p><b>Provision of Education Services: Same</b></p>	<p><b>Provision of Education Services: Same</b></p>
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<p><b>Discipline Collection and Reporting:</b></p> <ul style="list-style-type: none"> <li>● Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services.</li> <li>● Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate.</li> <li>● Department will provide assistance to school(s) if Commissioner identifies school(s) in district that have the highest percentage of</li> </ul>	<p><b>Discipline Collection and Reporting: Same</b></p>	<p><b>Discipline Collection and Reporting: Same</b></p>
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suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year. • Create a plan to address disparities if Commissioner determines that school or district discipline data reflect significant disparities by race and ethnicity or disabilities. See 603 CMR 53.14 for details.		
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### **Procedure for the Discipline of Students with Disabilities**

If a suspension of more than ten days is proposed, or if a shorter series of suspensions would result in more than ten cumulative days out of class, for any student who has an IEP or 504 Plan, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/program placement, or from an IEP that was not fully implemented, the long - term suspension or expulsion may not be imposed.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will...

- (1) enable the student to continue to participate in the general curriculum,
- (2) enable the student to receive services listed in the last agreed upon IEP, and
- (3) include any services and modifications designed to address the student's behavior.

The parents/guardians have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents request a hearing, the "stay put" provision of the

IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. The right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.

***Procedural Requirements Applied to Students not yet determined to be Eligible for Special Education:***

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

**Conflict of Interest Law and Gifts for Teachers:**

The Commonwealth's conflict of interest law, G.L. c. 268A, and the financial disclosure law, G.L.c.268B, restrict gifts and gratuities that school staff may receive. All teachers and school volunteers must be made aware of the content of these laws, specifically sections 3 and 23 of 268A, and section 6 of 268B. Section 3(b) prohibits a public employee from requesting or receiving anything of 'substantial value'\* which is given for or because of an official act or act within the public employee's official responsibility. Similarly, under section 3(a), no one may give or offer such gifts to public employees.

In addition, G.L.c. 268B, section 6, specifically prohibits public employees or members of their immediate families from soliciting or accepting gifts with an aggregate value of \$100.00 or more in a calendar year. Next, under G.L.c. 268A, section 23(b)(2), public (school) employees are prohibited from using or attempting to use their position to obtain for themselves or others unwarranted privileges of substantial value that are not properly available to similarly situated individuals. Finally, even if a gift or gratuity is not



of substantial value or does not fall within the prohibitions discussed above, G.L.c. 268A, section 23(b)(3) will, in many situations, require public (school) employees to disclose to their appointing authority, the gift and their relationship with the giver.

All school volunteers are required to be aware of the state's general laws and language surrounding gifts.

***\*Anything worth \$50.00 or more is considered to be "of substantial value" for the purposes of the conflict of interest law.***

The full content of the State Ethics Commission law is available from the school office or online at <http://www.mass.gov>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
**MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**  
135 Marion Road, Mattapoisett, MA 02739  
Tel. (508) 758 -2772 FAX (508) 758-2802  
[www.oldrochester.org](http://www.oldrochester.org)

## **NON-DISCRIMINATION POLICY**

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, gender, sexual orientation, age, gender identity, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that he or she may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the superintendent of schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights  
John W. McCormack Post Office and Courthouse  
Room 222  
Post Office Square  
Boston, MA 02109

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
Marion – Mattapoisett – Rochester, Massachusetts**

**August 1, 2023**

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

*Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:*

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

*Receive notice and an opportunity to opt a student out of:*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**ROCHESTER SCHOOL COMMITTEE MEETING  
ROCHESTER PUBLIC SCHOOLS  
REGULAR MEETING  
Rochester Memorial School  
16 Pine Street, Rochester, MA 02770**

**October 5, 2023 at 6:30 PM**

**ZOOM LINK:**

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U2l1QT09>

Meeting ID: 968 1584 5547

Passcode: 146869

*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.*

**MEETING TO ORDER**

**PLEDGE OF ALLEGIANCE**

**RECOGNITION OF ACHIEVEMENT**

**I. Approval of Minutes**

**A. Regular Session: August 31, 2023**

**B. Executive Session: August 31, 2023**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. General**

**A. Hill for Literacy Updates**

**B. Approval of Student Handbook**

**C. Approval of Disposal of Materials**

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

**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 Subcommittee**

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**C. School Committee Reorganization**

**IX. Future Business**

**A. Timeline**

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**X. Open Comments**

**XI. Information Items**

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**ADJOURNMENT**

**ROCHESTER SCHOOL COMMITTEE MEETING  
ROCHESTER PUBLIC SCHOOLS**

**TO:** Rochester School Committee  
**FROM:** Michael S. Nelson, Superintendent of Schools  
**DATE:** October 3, 2023  
**RE:** Agenda Items

The following items are on the agenda for October 5, 2023.

**I. Approval of Minutes**

**I.A. Approval of Minutes – Regular Session**

Recommendation:

That the School Committee review and approve the minutes of August 31, 2023. Please refer to “RSC 10052023 August Minutes”.

**I.B. Approval of Minutes – Executive Session**

Recommendation:

That the School Committee review and approve the minutes of August 31, 2023.

**IV. General**

**A. Hill Literacy Updates**

Recommendation:

That the School Committee hear an update from Dr. Darci Burns from Hill for Literacy.

**B. Approval of Student Handbook**

Recommendation:

That the School Committee review and approve the Student Handbook for the 2023-2024 School Year. Please refer to “RSC 10052023 Student Handbook Draft”.

**C. Approval of Disposal List**

Recommendation:

That the School Committee review for approval the disposal of materials. Please refer to “RSC 10052023 Disposal List”.

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

Recommendation:

That the School Committee review a donation of the following books from RMS PTO:

*Cat Kid Comic Club: Perspectives* by Dav Pilkey, *Key Player (Front Desk, Book 4)* by Kelly Yang, *Welcome to Sparklegrove* by Rebecca Elliott, *Wings of Fire (Moon Rising, Book 6)* by Tui Sutherland, *What is Lego?* By Jim O’Connor, *Who Was Queen Elizabeth II?* by Megan Stine, *Who Is the Man in the Air? Michael Jordan* by Gabe Soria, *What Was the Age of the Dinosaurs?* By Megan Stine, *Who is Shaquille O’Neal?* by Ellen Labrecque, *What Do we Know About the Loch Ness Monster?* By Steve Korte, *Pug’s Road Trip (Branches: Diary of A Pug, Book 7)* by Kyla May, *Cutest Animals on the Planet* by National Geographic Kids 2021, *What was the Titanic?* by Stephanie Sabol, *Smithsonian Super Dinosaur Encyclopedia* by Chris Barker, *Animal Knowledge Genius!* by Stevie Derrick, *Kingfisher Animal Encyclopedia* by David Burnie, *Big Book of Who All-Stars* by Sports Illustrated Kids, *Big Book of Who Football* by Sports Illustrated Kids, *Pete the Cat Plays Hide-and-Seek* by Kim Dean, *Hurricane Katrina* by Lauren Tarshis, *The Attacks of September 11, 2001* by Lauren Tarshis, *The Shark Attacks of 1916* by Lauren Tarshis and *Courageous Creatures* by Lauren Tarshis.

That the School Committee review a donation of the following books from Plumb Library:

*The Night Gardener* by Jonathan Auxier, *The Year of Billy Miller* by Kevin Henkes, *Out of Left Field* by Ellen Klages, *Magic in the Mix* by Annie Barrows, *Sports Report (Game Face)* by Brigitte Cooper, *Balancing Act (Game Face)* by Brigitte Cooper, *Mr. Lemoncello’s Great Library Race* by Chris Grabenstein, *Tru & Nelle* by G. Neri, *Word After Word After Word* by Patricia MacLachlan, *Home on the Range* by Lucy Nolan, *Felix Takes the Stage* by Kathryn Lasky, *The Ethan I was Before* by Ali Standish, *Ida B – And Her Plans to Maximize Fun, Avoid Disaster and (Possibly) Save the World* by Katherine Hannigan, *Prairie Evers* by Ellen Airgood, *Team Players* by Mike Lupica, *The Nine Lives of Jacob Tibbs* by Cylin Busby, *Game Changers* by Mike Lupica, *Kelsey Green*, *Reading Queen* by Claudia Mills, *Annika*

*Ritz, Math Whiz* by Claudia Mills, *Two-Minute Drill (Comeback Kids)* by Mike Lupica, *Tales for Very Picky Eaters* by Josh Schneider, *Captain Awesome and the Ultimate Spelling Bee* by Stan Kitby, *Captain Awesome for President* by Stan Kirby, *The Half-Court Hero and The Missing Baseball* by Mike Lupica, *Mouse Scouts* by Sarah Dillard, *Snow Day (Bramble and Maggie)* by Jessie Haas, *Half a Chance* by Cynthia Lord, *The Search of Sunken Treasure and A Very Merry Christmas* by Geronimo Stilton, *Sputnik's Guide to Life on Earth* by Frank Cottrell Boyce, *Fingers Keepers* by Shelley Tougas, *Masterpiece* by Elise Broach, *Baseball Genius* by Tim Green, *My Diary from the Edge of the World* by Jodi Lynn Anderson, *Bringing Down the Mouse* by Ben Mezrich, *Hunger: A Tale of Courage* by Donna Jo Napoli, *Lights, Camera, Middle School* by Jennifer Holm, *Extraordinary People* by Michael Hearst, *Starry River of the Sky* by Grace Lin, *Tangerine* by Edward Bloor and *The League of Unexceptional Children* by Gitty Daneshvari.

That the School Committee review a donation of sixty-five toothbrush kits from All Hands Dentistry and Sullivan Family Dental. Please refer to “RSC 10052023 RMS PTO Book Donations”, “RSC 10052023 Plumb Library Book Donations” and “RSC 10052023 Toothbrush Kit Donation”.

## V. New Business

### B. Committee Reports

#### 1. Financial Report

##### Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 10052023 Financial Memo”, “RSC 10052023 FY 24 Financial Report – General Operating” and “RSC 10052023 Financial Report – BCAHS”.

#### 2. Food Services Report

##### Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 10052023 Food Service Report”.

#### 3. Facilities Report

##### Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 10052023 Facilities Director Report”.

### D. Personnel

The following staff members were hired for the 2023-2024 school year.

Melissa Mills – Instructional Assistant

Erin Sharp – Instructional Assistant

## IX. Future Business

### A. Timeline

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

#### Rochester School Committee

November 2, 2023

Rochester Memorial School

16 Pine Street

Rochester, MA 02770

#### Joint School Committee

January 18, 2023

ORR Jr. High School

133 Marion Road

Mattapoisett, MA 02739

### B. FUTURE AGENDA ITEMS

- Approval of School Council Goals (October/November)
- MCAS Results Report (November/December)
- Initial Budget Review (January)
- Approval of Chairperson's Annual Report (February)
- Health Unit Application (February)
- Budget Approval Public Hearing (March)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- School Council Goals Update (June)

- Approval of Leases (June)

## **XI. Information Items**

### **Recommendation:**

That the School Committee review the READS Collaborative Quarterly Report Overview – September 2023 and the Finance Committee’s approved transfer from the reserve fund. Please refer to “RSC 10052023 READS Quarterly Overview” and RSC 10052023 Finance Committee Transfer”.

If you have questions about any of the recommendations above please feel free to contact the Superintendent’s Office.

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

**MEETING MINUTES  
August 31, 2023**

Regular meeting of the Rochester School Committee was held on Thursday, August 31, 2023 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, Jason Chisholm (in-person), Anne Fernandes (in-person), Robin Rounseville (in-person) and Katherine Duggan (in-person).

**COMMITTEE MEMBERS NOT PRESENT:** None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person); Howard Barber, Assistant Superintendent of Finance & Operations (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Kristine Lincoln, Interim Director of Student Services (in-person); Heidi Letendre, Interim Principal (in-person); Charles West, Assistant Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 6:31pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded.

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

**RECOGNITION**

The administration recognized and welcomed the following new staff.

Heidi Letendre – Interim Principal

Kristine Lincoln – Interim Director of Student Services

Teah Keog – ELL Specialist

Jackie St. Thomas – School Psychologist

Caitlyn Coelho – Special Education Teacher

Alexia Pacheco – Classroom Teacher (Pre K)

Lauren Harper – Classroom Teacher (5<sup>th</sup>)

Catherine Staier – Classroom Teacher (1<sup>st</sup>)

Leigh Beson – Classroom Teacher (1<sup>st</sup>)

Bridget Houlihan – Classroom Teacher (5<sup>th</sup>)

Erin Sharp – Instructional Assistant

**TOUR OF BUILDING**

Facilities Director, Eugene Jones, toured the facility with all school committee members.

**I. Approval of Minutes**

A. Approval of Minutes – Regular Session: June 6, 2023

MOTION: Ms. Fernandes to approve the June 6, 2023 minutes as presented

SECOND: Ms. Rounseville

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville: yes

**IV. General**

**A. Opening Day Update**

Recommendation:

That the School Committee hear an update from administration.

**Superintendent Nelson made the following statement:** *This past Monday we welcomed back our faculty and staff members to the 2023-2024 school year.*

*Following tradition - all staff members were greeted at the ORR Campus for light refreshments and an opportunity to catch up with one another from 7:30 - 8:20am. It is always exciting when the staff from all six of our schools can come together in one place. Many of our students who serve as Ambassadors or Project 351 Influencers were present on campus to welcome back staff members.*

*Next, the faculty and staff members transitioned to the high school auditorium for our opening day ceremony.*

*First, I had the privilege of offering opening remarks to our incredible team. My comments focused on our purpose as educators and the opportunities that a new school year brings. Dr. Fedorowicz then shared with the audience the happenings in teaching and learning and what the upcoming year will bring from a teaching and learning perspective.*

*Next, we spent time recognizing the service of our educators and staff members from across our schools. Kim Amato hit her 15 year milestone and Lynne Arruda has met the 25 years of service milestone for Rochester Memorial School. Of particular note, Margaret DeMello at Old Hammondtown School is currently at 49 years of service and counting!*

*We also spent time introducing new members of the faculty and staff during our opening day ceremony - as it is important to provide a warm welcome to our new colleagues.*

*From there, Niah Gonzales, a 6th grade student from Sippican School took over the podium. Niah is a Project 351 Influencer and simply an amazing young lady. Simply put, she provided a powerful keynote speech to the audience regarding the important roles our faculty play in the lives of our students. After watching Niah speak - I have no doubt that our community will continue to hear more and more about this young leader. Niah also introduced our closing speaker Mr. Steve Gross from the Life is Good Company. Steve spent valuable time with our educators discussing the power of optimism - while acknowledging the incredibly hard and complex work our teachers and staff take on each day for our students. Just as planned - Mr. Gross met the mark by setting a positive tone for the school year - challenging us all to look for the opportunities in all situations that can lead to positive outcomes.*

## **B. MASC Division Discussion**

### **Recommendation:**

That the School Committee discuss moving Rochester to MASC's Division 3 from Division 7 to align with Marion, Mattapoisett and ORR districts.

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

*Last year, Member Duggan brought to the committee's attention that the Rochester School District is currently designated by MASC as Division 7 compared to Marion, Mattapoisett, and Old Rochester School Districts - they are designated as Division 3. Since this initial discussion, my office has obtained additional information from MASC regarding this matter, which is included in your backup information. Moreover, there is a recommended motion for the committee to consider that would foster a change for the Rochester School District from Division 7 to Division 3.*

### **School Committee Feedback:**

The committee discussed the history and confirmed that nothing changes except moving divisions to better align with Marion, Mattapoisett and Old Rochester School Districts.

MOTION to approve changing MASC designation from Division 7 to MASC Division 3

MOTION: Ms. Rounseville

SECOND: Mr. Chisholm

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville: yes

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

### **Recommendation:**

That the School Committee review for approval an OpenSciEd grant for grade 5 in the amount of \$4,100.

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

*Tonight it is recommended that the Rochester School Committee accept an OpenSciEd Grant Fund Code 599 in the amount of \$4,100. The grant allocation allows for training costs, covers substitute costs, and supplies and materials.*



Dr. Fedorowicz explained that OpenSciEd is currently being practiced in grades 6-8 and the state opened this grant to continue with lower grades. Her office applied and was awarded. She confirmed the grant covers professional development, materials and supplies for the class and lab.

MOTION to approve the Fund Code 599 OpenSciEd Grant in the amount of \$4,100 as presented

MOTION: Mr. Chisholm

SECOND: Ms. Rounseville

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville: yes

#### **D. Solar Canopy Update and Discussion**

##### Recommendation:

That the School Committee hear an update on the Solar Canopy Project.

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

*At one of our recent meetings, I shared with the committee an update regarding the solar canopy project that has been in the works for some time. Since that update, it is my understanding that due to increased costs related to the solar canopy project at Rochester Memorial School - the Select Board and Solar Company are currently negotiating the terms of the contract. In my most recent conversations with the town administrator, the Select Board intends to discuss this matter at their September 5th meeting.*

Chairperson Hartley added that the Select Board must decide to approve an amendment to the contract. The contract was previously approved, but the costs have increased. She added that the solar company representatives are very dedicated to this project and the town, and have already put in a lot of time. The committee agreed with Chairperson Hartley attending the meeting on their behalf.

#### **V. New Business**

##### **C. Business**

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

Mr. Barber reported that the Rochester School District has closed its Fiscal Year June 30, 2023 year-end with remaining funds in the amount of \$23,553.03 in the Bristol County Agricultural High School fund and the general funds were spent to the penny.

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

Mr. Barber also reported the following from Food Service Director Jill Henesey:

- It is my pleasure to announce that the state of Massachusetts is 8th in the country to provide Universal Free School Meals to All students regardless of income permanently.
- Extra items will be available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- We had a successful summer feeding all of the district students during the Acceleration Program.
- I am happy to announce that the two new Fresh Fruit & Veggie Bars have been installed over the summer.
- The Food service team participated in a full day of professional development training on 08/29.
- Friendly reminder to visit the food service website [orrschoolmeals.com](https://orrschoolmeals.com) or access the page via the school website to check out the interactive menus, add/transfer funds, or apply for meal benefits.
- We look forward to a great new school year ahead and feeding all of our children!
- Fun Fact: SY 22-23 served 22,069 breakfast meals and 49,989 lunch meals for the year!

##### **3. Facilities Director Report**

Mr. Barber also reported the following Facilities Report from Eugene Jones, Director of Facilities:

- All firefighting systems have been inspected and tested including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers.
- The boilers have been cleaned, serviced and inspected.
- Installed new food service serving line.
- Fire and Building inspections completed.
- Conducted routine maintenance on all facility systems.

#### **D. Personnel**

The following staff members were hired for the 2023-2024 school year.

Heidi Letendre – Interim Principal

Kristine Lincoln – Interim Director of Student Services

Teah Keog – ELL Specialist

Jackie St. Thomas – School Psychologist

Caitlyn Coelho – Special Education Teacher

Alexia Pacheco – Classroom Teacher (Pre K)

Lauren Harper – Classroom Teacher (5<sup>th</sup>)

Catherine Staier – Classroom Teacher (1<sup>st</sup>)

Leigh Beson – Classroom Teacher (1<sup>st</sup>)

Bridget Houlihan – Classroom Teacher (5<sup>th</sup>)

Erin Sharp – Instructional Assistant

The following staff changed positions.

Name	Old Position	New Position
Tess Hedblom	Special Education	Classroom Teacher (2 <sup>nd</sup> )
Lea Sims	Lunch/Aide	Instructional Assistant

The following staff members retired/resigned/non-renewal.

Derek Medeiros – Principal

Craig Davidson – Director of Student Services

Kathy Dranchak – ELL Specialist

Debora Bacchiocchi – Classroom Teacher (K)

Debbie Lucas – Classroom Teacher (1<sup>st</sup>)

Diane Alexander – Classroom Teacher (1<sup>st</sup>)

James Della Cioppa – Classroom Teacher (6<sup>th</sup>)

Dana Stupalski – Classroom Teacher (2<sup>nd</sup>)

Lorraine Taylor – Special Education Teacher

Joanne Smith – Art Teacher

Laurene Sherman – Instructional Assistant

Jenna Tavares – Classroom Teacher (5<sup>th</sup>)

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

Chairperson Hartley discussed that as mentioned she will follow up with leaders from the solar company about the solar project. She informed the committee that she met regularly with Superintendent Nelson during the summer and appreciates all of the time he spent giving the school committee members information and planning for the district to start the school year.

#### **CENTRAL OFFICE ADMINISTRATOR'S REPORT**

Superintendent Nelson discussed one of the projects over the summer being a new website for all of the schools, which was successfully launched last month and will continue to provide streamlined, current information to families. He thanked the staff that worked with him on the new website including Mr. Barber, Erin Bednarczyk and Melissa Wilcox, along with ORCTV for their drone footage. The Superintendent's newsletter and Principal's newsletters are also available on the website. The next step is meeting to implement a district-wide app for families to streamline communication. At the next Joint School Committee, he hopes for the adoption of Vision2028 the next strategic plan along with appointment of Kristine Lincoln, Interim Director of Student Services. He thanked the school community, families, teachers, staff members and all their work for getting everything ready for this school year.

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

#### **Opening Day:**

*I was at RMS first thing in the morning to kick off the first day of school. What an amazing group of educators and students! The rooms looked fantastic- clean and inviting. Smiles and greetings all around. Students getting to their classrooms and ready to meet their teachers. Mrs. Letendre, Mr. West, teachers, support staff and custodians succeeded in a well-organized and planned first day!*

#### **New Teacher Induction:**

*New Teacher Induction was held last Thursday and we had a terrific turnout. New teachers received an overview of Teaching and Learning, Technology, and Student Support services before heading to their buildings. There were a lot of smiles and engaging conversations before making their way to their classrooms to set up. Mentors were there to support the new teachers along with principals and administrators. Thank you to the new teachers for a great day and a special thank you to the mentors, principals and administrators supporting our new teachers. I also want to thank Kim Read for the time and energy she took by creating a welcoming setup for our new teachers.*

### **Literacy**

*We are excited to start the year with a brand new reading curriculum and assessment aligned to the Science of Reading and DESE's Curate, which we were able to purchase with the help of a grant last year. The new literacy materials arrived before the summer, inventoried and distributed over summer. Teachers arrived to school with brand new aligned curriculum in their classrooms!*

*In terms of supports and training, initial voluntary virtual training was available before summer on June 27th where we had close to 50 teachers between all 3 districts attend. For those that were not available to attend, we offered four different sessions on our first full PD day this past Tuesday. The sessions were Getting Started grades K-2, and Getting Started for grades 3-6. We also had a part II training for those that were able to attend over the summer that were also broken out by a K-2 session and 3-6 on Planning, Prioritizing, and Pacing. We are continuing to partner with the HILL and IntoReading to provide supports all year long for teachers which will include implementation supports of IntoReading, modeling and coaching, data analysis and teacher leadership meetings. Educators will also receive professional development this year on the Science of Reading. This is a very well rounded and thorough rollout for a new literacy curriculum.*

*We also had DIBELS training on our PD day for all literacy teachers. This new DESE approved literacy assessment will be administered K-6. We have a consistent assessment schedule along with dyslexia screening. We will be working with the HILL throughout the year to conduct data analysis and support small group instruction. Our new Director of Student Services will be collaborating with us throughout the year.*

*In walking around this week, the teachers seemed really excited about the new literacy program. I want to thank Mrs. Letendre, Mr. West, Kim Read, teachers and the custodial staff for all of their hard work and organization this summer to ensure that all the materials were ready to go for the teachers and students! I also want to extend a thank you to School Committee for all of your support. It was a big undertaking last year to get us where we are today...and we will be continuing support for teachers over the next 2-3 years.*

*I am looking forward to the continued work and support with all of you for this coming year! I think it will be a wonderful year!*

### **Kristine Lincoln, Interim Director of Student Services, stated on the following:**

*I would like to thank Mr. West and Mr. Letendre for their leadership in running the SAIL program and commend them on their hard work organizing, collaborating and building a successful team. This summer courses addressed topics of science, mathematics, reading and writing. Activities supported building skills in the areas of team building, communication, collaboration, creativity and critical thinking. Together with the staff, they provided a positive and engaging learning environment over 6 weeks this summer.*

*As we open the school year, our special education team is collaborating with classroom teachers to implement accommodations and supporting access to the curriculum. They are working with students, setting a positive learning environment for the new school year.*

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

#### **Ms. Letendre reported on the following:**

*I first would like to thank the faculty and staff, the administrative team and the RMS families for a warm welcome. Everyone has been very helpful, positive and welcoming. Since the beginning of August, I have been meeting with the faculty and staff of Rochester Memorial School. As of today, I have met with 25 faculty members individually for about 15 minutes to get to know them better and learn what they love most about Rochester Memorial School. I have several more meetings lined up with a goal of sitting with everyone in the next month or two.*

The first day for faculty and staff went very well and the day started off with a guest speaker from Life is Good. The feedback from the staff has been that this was one of the best speakers we have had. As a school, we will share the theme of Optimism during our first month of school. Most recently, Ms. Jenna Tavares resigned from her 5th grade position. We wish her well in her new district. At this time, we are still looking to hire a 3rd grade paraprofessional. This year Rochester Memorial School has welcomed 8 new staff members to our team. Our new faculty include:

- In 5th grade, we hired Ms. Lauren Harper and Ms. Bridget Houlihan was hired this past Saturday. Both Lauren and Bridget are excited to begin her new role as 5th grade teachers.
- Mrs. Caitlin Staier is now a first grade teacher and was a substitute teacher for a year at RMS.
- Mrs. Leigh Beson was hired to teach first grade and she comes to us with a reading certification and her elementary education license.
- Ms. Caitlin Coehlo is our new 6th grade special education teacher and she is currently going for her master's degree in curriculum and instructional design.
- In Project Grow, we have hired Ms. Alexia Pacheco and she worked our summer SAIL Program.
- We also hired a new School Psychologist Jacquelyn St. Thomas and before becoming a School Psychologist, Jackie was a ski instructor in Colorado.
- In addition, we recently hired Mrs. Erin Sharp as one of our Project Grow paraprofessionals.

We have had a wonderful start to the school year at Rochester Memorial School. We welcomed 501 students in grades K-6 and 18 students in Project Grow. Our school has been buzzing with excitement between opening day and Open House for grades 1-6 on Wednesday, August 30th. Our teachers and students have filled the hallways with laughter, expectations and a warm welcome.

- The first day of kindergarten is Friday, September 1, 2023
- The Project Grow Preschool has their Parent/Guardian Orientation this evening. Project Grow students start Tuesday, September 5 for our Tuesday/Thursday students and Wednesday, September 6 for our Monday/Wednesday/Friday

#### Curriculum and Instruction Updates:

- Teachers received their new reading program instructional materials for Into Reading.
- Professional Development took place on Tuesday, August 29th for the new reading program and for the implementation of DIBELS 8th Edition Assessment.
- Our 5th grade teacher Emily Campbell and our 6th grade teacher Tracey Forns are continuing their science training with OpenSciEd
- Many teachers worked on the Curriculum Review Cycle and engaged in grade level/content work

#### Shout Outs:

~A big thank you to Ms. Alison Guard and Mrs. Kim Amato, our Administrative Assistants, for her work preparing for a successful start to the new school year.

~Thank you to our custodian team, led by Mr. Gilly Leonardo, who worked all summer to prepare our classrooms from top to bottom.

~We would like to thank Mr. Bill Simmons and the technology team for their dedicated work in setting up our iPads, Chromebooks, and phone extensions.

#### Upcoming Dates:

Friday, September 1st is an Early Release Day. Dismissal begins at 12:25 PM.

September 21st and 22nd is School Picture Day

Wednesday, September 27th is an Early Release Day.

### **VIII. School Committee**

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

##### **1. Budget Subcommittee- No report.**

- 2. ORR District School Committee** – Mr. Chisholm reported the next meeting is September 6<sup>th</sup>.
- 3. SMEC-** Ms. Fernandes reported they met on June 20<sup>th</sup> and approved minutes, staff appointments and resignations. They had the second reading of the FY24 spending plan and reviewed FY24 tuition which were approved. FY23 spending plan line items were adjusted. They reviewed two policies and approved. They also discussed the new property 267 Samuel Barnett Boulevard in New Bedford. The next meeting will be September 26<sup>th</sup> or 27<sup>th</sup>.
- 4. READS-** Mr. Nelson reported that Ms. Dina Medeiros was hired and met with Ms. Lincoln and himself during the summer.
- 5. Tri-town Foundation-** no report.
- 6. Early Childhood Council-** Ms. Duggan reported they will hold the first meeting of the 2023-2024 academic year on October 18.
- 7. Policy Subcommittee-** Ms. Duggan reported they last met on June 21. They reviewed the policy recommendations for sections J (students) and K (Community Relations), as well as the edits made to policy BEDH, Public Comment at School Committee meetings, by our legal counsel. The Policy subcommittee voted to forward all of these policies to the Joint Committee for consideration for approval. These votes will be taken at the upcoming Joint committee meeting on September 28. The next meeting of the Policy Subcommittee will be held on October 12.
- 8. Equity Subcommittee-** Mr. Chisholm reported they meet on September 28<sup>th</sup>.

## **VIII. School Committee**

### **C. School Committee Reorganization**

Superintendent Nelson informed the committee that first he will take nominations for Chairperson.

MOTION to nominate Sharon Hartley as Chairperson

MOTION: Mr. Chisholm

SECOND: Ms. Rounseville

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

MOTION to nominate Kate Duggan as Vice-Chairperson

MOTION: Ms. Rounseville

SECOND: Ms. Hartley

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

The School Committee discussed and updated the following items.

School Committee Secretary

Melissa Wilcox

Recording Secretary

Melissa Wilcox/Diana Russo/Toni Bailey

READS

Michael Nelson

Sick Leave Bank

Robin Rounseville

Anne Fernandes

SMEC

Anne Fernandes

Early Childhood Advisory Council

Kate Duggan

Sole Signatory

Sharon Hartley

Kate Duggan (previously Robin Rounseville)

MASC Delegate/Legislative Liaison

Kate Duggan

School Physician

Dr. Reynolds/Dr. Mendes

Health & Safety Committee

Jason Chisholm (previously vacant)

Collective Bargaining (Select Board)	VACANT
Grievance Subcommittee	Committee as a whole
Capital Planning Committee	Anne Fernandes
Warrant Review Committee	Committee as a whole
Tri-Town Education Foundation Committee	Robin Rounseville
Budget Subcommittee	Committee as a whole
Town Liaison	Sharon Hartley
Superintendent's Goals Subcommittee	Sharon Hartley Anne Fernandes
Equity Subcommittee	Jason Chisholm

MOTION to accept the changes to the subcommittee list as discussed, excluding the ORR, Union and Policy positions.

MOTION: Mr. Chisholm

SECOND: Ms. Rounseville

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

Next, the committee discussed the ORR District School Committee position. Mr. Chisholm would like to stay and Ms. Fernandes is interested.

MOTION to nominate Jason Chisholm as ORR District School Committee representative

MOTION: Ms. Rounseville

SECOND: Mr. Chisholm

MOTION PASSED (4:1): Duggan: yes, Chisholm: yes, Fernandes: abstain, Hartley: yes, Rounseville; yes

Next, the committee discussed the Mass. School Supt. Union No. 55 positions.

MOTION to nominate Anne Fernandes, Robin Rounseville and Sharon Hartley to the Mass. School Supt. Union No. 55 positions

MOTION: Ms. Rounseville

SECOND: Ms. Fernandes

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

Lastly, the committee discussed the Policy Subcommittee. Ms. Duggan would like to stay and Ms. Fernandes is interested.

MOTION to nominate Kate Duggan to the Policy Subcommittee

MOTION: Mr. Chisholm

SECOND: Ms. Rounseville

MOTION PASSED (4:1): Duggan: yes, Chisholm: yes, Fernandes: abstain, Hartley: yes, Rounseville; yes

## **IX. Future Business**

### **A. Timeline**

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is October 5, 2023 @ 6:30pm at Rochester Memorial School. The next meeting of the Joint School Committee is September 28, 2023 @ 6:30pm at the Media Room at the Jr. High School.

## **X. Open Comments**

**Chairperson Hartley read the following statement:**



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

There were no public comments.

## **XII. Executive Session**

MOTION to enter executive session at 8:27pm for the purposes of exception #3, to discuss strategy with respect to collective bargaining or non-union personnel and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements only to return to the regular meeting to adjourn

MOTION: Ms. Fernandes

SECOND: Ms. Rounseville

MOTION PASSED

Roll Call (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

MOTION to exit Executive Session at 8:51pm to return to regular session only to adjourn

MOTION: Ms. Duggan

SECOND: Ms. Rounseville

MOTION PASSED

Roll Call (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

MOTION to adjourn regular session at 8:51pm

MOTION: Ms. Fernandes

SECOND: Ms. Rounseville

MOTION PASSED (5:0): Duggan: yes, Chisholm: yes, Fernandes: yes, Hartley: yes, Rounseville; yes

Submitted,

Melissa Wilcox

School Committee Secretary

# ***Rochester Memorial School***

**2023-2024**

## **Student Handbook**



### **Our Mission:**

*To inspire all students to think, to learn and to care.*

### **Our School Rules:**

*Take CARE of Yourself*

*Take CARE of Others*

*Take CARE of Our School Environment*

16 Pine Street, Rochester, MA 02770 508-763-2049



August 2023

Dear Rochester Memorial School Families,

We like to welcome everyone to a new school year! As a school, we are very excited to be able to share each day with your child. Our goal is to create and maintain a positive, inclusive and safe learning environment that values each student.

The Rochester Memorial School Handbook has been designed to share information regarding school policies, and general school information. We hope that you will find the information contained in this handbook to be a useful reference throughout the school year.

We look forward to this new school year and continuing to work with each family. Working together is important and is essential in supporting all students.

Thank you for your continued support!

Sincerely,

Heidi Letendre  
Interim Principal

Charles West  
Assistant Principal

**Rochester Memorial School Administrative Staff**

**Heidi Letendre - Interim Principal**

**Charles West - Assistant Principal**

**Ellen Murphy - School Nurse**

**Alison Guard - Principal Secretary**

**Kim Amato - Special Education Secretary**

### **Central Office Administration**

**Michael S. Nelson - Superintendent of Schools**

**Sharlene Fedorowicz – Asst. Supt. of Teaching & Learning**

**Howard Barber – Asst. Supt. of Finance and Operations**

**Kris Lincoln - Interim Director of Student Services**

**Eugene Jones - District Facilities Director**

**Jill Henesey – Food Service Director**

**Doreen Lopes – Early Childhood Coordinator**

**Susana Cunningham – Human Resources Coordinator**

Central Office Phone (508) 758 - 2772

### **Rochester Memorial School Committee Members**

Sharon Hartley, Chairperson

Katherine Duggan, Vice-Chairperson

Jason Chisholm

Anne Fernandes

Robin M. Rounseville

**Rochester Memorial School Staff**  
**2023-2024**

**School Administrative Assistant:**

Ms. Guard

**Special Education Administrative Assistant:**

Mrs. Amato

**Project Grow, Preschool:**

Ms. Pacheco

Ms. Garcia - Speech-Language Pathologist - Project GROW

**Kindergarten:**

Mrs. Baronas

Ms. Derderian

Mrs. St. Yves

Mrs. Weigel

**Grade 1:**

Mrs. Beson

Mrs. Lenahan

Mrs. Nelson

Mrs. Staier

Ms. Dederian

**Grade 2:**

Mrs. Alves

Mrs. Bradley

Mrs. Hedblom

Mrs. Realini

Mrs. Russo

**Grade 3:**

Mrs. Banno

Ms. Higgins

Ms. Hunter

Mrs. Koepfel

**Grade 4:**

Mrs. Cabral

Mrs. Cyr

Ms. Griffin

Ms. Wollenhaupt

**Grade 5:**

Ms. Campbell

Mrs. Rogers

Ms. Houlihan

Ms. Harper  
Mr. Forns

**Grade 6:**

Mr. Cote  
Mrs. Forns  
Ms. Teves  
Mrs. Audette  
Ms. Coelho

**Specialists Areas:**

Mrs. Audette - Music  
Mrs. Guertin - Health  
Mrs. Hemenway - Art  
Mrs. Laprise - Band  
Mrs. Sollauer - Media Center  
Mr. Woodward - Physical Education

**STEM (Science, Technology, Engineering & Math Specialist)**

Mr. Huckabee

**Academic Interventionist:**

Mrs. Mazzuca

**Reading Specialists:**

Mrs. Johnson  
Mrs. McIlmail

**School Social Workers:**

Mrs. Cruz  
Mrs. Pacheco

**English Language Learner Teacher:**

Mrs. Dranchak

**School Psychologist:**

Mrs. St. Thomas

**Speech Pathologists:**

Mrs. Lambert-Matos  
Mrs. Bejtlich

**Physical Therapist:**

Mrs. Hasbrouk

**Occupational Therapist:**

Ms. Souza

**Paraprofessionals:**

Mrs. Henrie  
Mrs. Bateman  
Mrs. Parker  
Mrs. Moniz  
Mrs. Sousa  
Mrs. Ovia  
Mrs. Arruda  
Mrs. Harding  
Mrs. Hunter  
Mrs. Cisco  
Mrs. Miranda  
Mrs. Sharp  
Mrs. Mills

**School Nurse:**

Mrs. Murphy

**Maintenance Supervisor:**

Mr. Bernard

**Technology Support:**

Mr. Ashley  
Mrs. Bednarczyk  
Mr. Houde  
Mr. Simmons  
Ms. Wheeler

**Cafeteria Staff:**

Mrs. Gonet - Head Cook  
Mrs. L'Heureux - Asst. Cook  
Mrs. Randall  
Mrs. Pimentel

**GENERAL INFORMATION**

School Hours: 8:40 AM - 3:00 PM

**Transportation Information****Bus Transportation**

Bus routes for the Old Rochester Regional School District and Massachusetts

School Superintendency Union #55 for the Towns of Marion, Mattapoisett, and Rochester are established yearly. Eight buses transport our students. Routes are slightly modified each fall to accommodate new membership. Any questions regarding bus routes and/or stops that affect your child should be addressed to the District's transportation provider, **Amaral Bus Company Inc.** Ms. Cheryl Sweeney, Dispatch Manager at [amaralbustritown@gmail.com](mailto:amaralbustritown@gmail.com) or (774) 507-6082.

At this time, changes in student transportation plans are strongly discouraged. Please Contact the main office with any questions or requests. For Rochester Routes, please use the following link. <https://www.olderochester.org/families-students/transportation>

## **Buses**

The following safety precautions will be followed on school buses:

- Windows on buses will be kept open to circulate fresh air;
- Seating arrangements will account for students with disabilities who require close contact with adults.
- Routine cleaning of buses will be implemented.

There will be 8 Rochester bus routes this year and buses will continue to use the front loop of the building. Students will be encouraged to safely disembark from the bus.

## **Arrival**

Upon entering the building, students will proceed directly to their classrooms.

Students will disembark in the following manner:

- Kindergarten and First Grade Teachers/Staff will gather their students from each bus.
- Kindergarten will enter the building through the K/Project Grow entrance and First Grade will enter through the middle entrance.
- Grade levels 2-6 will disembark their buses one grade level at a time as directed by their bus driver. Grade levels will disembark beginning with Grade 2; and then the other grades will respectively follow.
- Grades 2 will enter through the middle doors and will proceed down the hallway between the media center and the courtyard.
- Grades 3, 4, 5 & 6 will enter through the main entrance and will proceed directly to their individual classrooms.

## **Departure**

Students will be dismissed following the afternoon announcements. Students will depart through the same doors they entered the building in the morning.

1. Students will be dismissed by grade level beginning with Grade 6 and progressing to Kindergarten.
2. Kindergarten and First Grade Teachers/Staff will escort their students to each bus.
3. Grades 2-6 teachers/staff will escort their students to the exits of the building.
4. Once all buses are fully loaded, they will be allowed to depart.

### **Parent/Guardian Drop-Off & Pick-Up**

In an effort to facilitate the safest and smoothest transition for our students who are not riding the bus at the beginning and end of the day, we ask that you please adhere to the following safety precautions.

- Parents/Guardians may park their vehicle and walk their child to their respective grade level drop off location. (K-2 drop off/pick up @ main entrance with black bollasts, 3-6 drop off/pick up @ door near the structure)
- Please use the crosswalks at all times when walking your student(s) to and from your vehicle
- Staff will be stationed at the two rear entrances to support students' transition into the building.
- Please do not pull around and pass other parent/guardian vehicles during this process. Your patience is greatly appreciated.

### **Arrival (Drop Off)**

- Parents/Guardians will drop-off their students in the back loop starting at 8:35 AM.
- Students in Grades K-2 will be dropped off and enter the building through the main rear entrance.
- Students in Grades K&1 will safely line up at a designated area outside or inside weather permitting. Once all students have arrived a staff member will walk them to their classrooms.
- Students in Grades 2 will go directly to their classrooms.
- Students in Grade 3-6 will be dropped off and enter the building through the rear entrance of the C Wing near the playground structure. These students will go directly to their classrooms.
- In order to ensure that other cars may pull in behind, parents/guardians will be encouraged to pull their vehicles all the way up to the end of the building.

### **Departure (Pick Up)**

- Parents/Guardians will pick their students up in the back loop beginning at 2:55 PM.
- Parents/Guardians may park their vehicle and meet their child at their designated grade level location.
- Students in Grades K-2 will be picked up at the main rear entrance.
- Students in Grade 3-6 will be picked up at the rear entrance of the C Wing.
- As cars depart, please continue to pull your vehicle forward.
- Please refrain from pulling around and passing other vehicles during this process.
- Please stay in your car while your children are loading and please avoid allowing them to board on the passenger side of your vehicle.

### **Student Emergency Information or Status**

### **Parent Notification to RMS**

To ensure student safety, changes in family situations, addresses, or cell and telephone

numbers **must be** reported to the school office **immediately**. It is important that all our records are up to date. Please fill out the Student Information Update Form, included in your Power School profile online documents immediately. This form serves as an annual 'affidavit', attesting to a student's residency in our town. Families moving from the town should notify the school office at least three days before their departure so transfer materials can be prepared. A *release of information* form must be received from the "new" school before any records will be forwarded.

## **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) mandates 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 absence  
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.

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.

### **When Absences Exceed Three or More Days**

On the third 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.

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.

### **Riding Bicycles to School**

Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. **A blanket permission note is required before students begin riding to and from school.** Bikes must not be ridden on sidewalks just outside school where children and adults are walking. Students not following safety rules may have their riding privileges revoked. A bike rack is available in front of the cafeteria. Students are encouraged to lock their bicycles.

### **School Breakfast & Lunch - Food Service**

Full student breakfast and lunches are available at no cost. A la carte menu choices are available at a variety of prices. *Free and Reduced Lunch Assistance* forms are sent to all families electronically and are also posted to the RMS webpage. Paper applications may be sent home at the start of the school year if a family requires a paper version and are also available at the school office. Applications are accepted throughout the year.

### **Lunch Protocol**

Students will come to the cafeteria line. The child's meal choice (hot or cold) is placed on the counter, and the student takes their meal package and proceeds to the cashier. Lunch monitors clean and sanitize desks after children leave prior to the next group entering.

### **Lunch Menus**

[Lunch menus](#) will be posted on [Old Rochester Regional School District MSU #55 - School Nutrition and Fitness and Nutrition Website](#)

The Commonwealth of Massachusetts has decided to extend free school meals for all students through the 2022-2023 school year! This means that breakfast and lunch will continue to be served at no cost to all students. However, students choosing only milk is not part of the free program and will be charged. A la cart items are not part of the free meal and students will be charged for any a la cart item they chose. Families that need assistance should complete a Free and Reduced Lunch Application immediately. Each application can be downloaded and emailed to the Food and Nutrition Director or by clicking the link and applying online. Online applications will be processed much faster than paper applications. The application for Free and Reduced Lunch can be

found on the District website - [LINK TO: District Food & Nutrition Website](#) Even though lunches are free, we still need to maintain our accounts in good standing with a debitable balance. If students want an extra milk or snack, there will be a charge for those items and the student's account will be used. There are settings to automatically replenish your account once the balance reaches a minimum amount. Here is a link to Titan: <https://family.titank12.com/>

### **Bringing Lunch from Home**

If you choose to have your child bring lunch from home each day, to keep it cold, we recommend (1) bringing food in an insulated lunch bag with a frozen gel pack or frozen juice box; (2) freezing the sandwiches overnight (will thaw by lunchtime but keep cold until then); (3) packing the foods in a cooler with ice or another cold source.

Please note the District Life Threatening Allergy Policy Below:

[Life Threatening Allergy Information](#)

### **School Safety and School Visits**

All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building *for any reason*; office staff will provide badges to wear once the ID is scanned into our system and each visitor is approved to enter. This includes stops at the Nurse's station. All visitors who do not have a valid driver's license or Massachusetts issued ID card will not be allowed to enter the school during operating hours.

Parents or guests wishing to visit a particular class are asked to plan with the teacher or the principal at least one day in advance. Teachers will always welcome an extra pair of hands; we encourage you to become an active part of our volunteer staff. Massachusetts State Law requires that all regular classroom volunteers, lunchroom visitors and field trip chaperones have a Criminal Record (CORI) check. These forms must be completed in the school office before your first volunteer visit. Visitors are asked to park in the lot at the rear entrance of the

school. Do not park in the driveway or on the road in front of the school. Cars parked on either side of Pine Street during school hours will be ticketed.

### **Student Dress**

School is a place where student learning is a priority. A student's attire may influence his/her attitude as well as how much he or she learns. Student dress, therefore, is expected to be in good taste, appropriate for the weather and for academic work. It is not our purpose to dictate specific dress, but rather to ensure that our students are dressed in such a way as to contribute to their success and help generate a positive learning environment throughout our school. Students are not to be attired in clothing that compromises safety or modesty or is disruptive to the educational process.

In order to assist parents in planning for their student's school apparel, the following guidelines are presented. Students are prohibited from wearing any clothing, including masks, that contain offensive or obscene symbols, slogans or words that degrade any gender, cultural, religious, or ethnic values, and clothing that contains language or symbols oriented toward violence, drugs, or alcohol. The administration reserves the right to determine appropriateness of clothing consistent with these guidelines. A student whose clothing is determined inappropriate for school will be required to arrange for other, more appropriate, clothing to be provided.

All coats, boots, sweaters, sweatshirts, backpacks, lunchboxes and hats should be clearly marked with students' names. For those of you who have seen our Lost and Found area, you know that this can be a problem. Take the time to label! This will allow items to be returned easily if lost, or avoid confusion when two items are similar. Several cases of lost clothing were donated to charity during the last school year.

### **Recess**

All students will have outdoor recess. Recess is held indoors only in very inclement weather. Please be sure that your child is properly dressed. Decorative footwear and flip-flops can create a safety issue when students play at recess. Therefore, flip-flops or any other type of opened-toe shoes are not to be worn to school. We strongly recommend sneakers for all students.

### **Student Valuables**

It is strongly recommended that students do not bring large sums of money, cell phones, hand-held video games, toys or stuffed animals to school.

### **Inclement Weather: Cancellations and Delays**

Please be attentive to our telephone messaging system for news of school cancellations or delays. During stormy weather the District may call school for an entire day, or for a one to two hour delayed opening. If bad weather develops during the school day, afternoon classes or special programs and after-school activities may be canceled. It is important that families have plans in place for dealing with these possibilities. We utilize the "BlackBoard" communication program that is capable of contacting all RMS families within a five to ten-minute window. As soon as the Superintendent has determined a delay, closing, or early dismissal, we will send out a "BlackBoard" call. As a result of all district schools utilizing the BlackBoard system, storm delays and closings may not be broadcast on local television stations. We ask that you not call the school office or the police station.

The dispatcher reports they receive many calls which interfere with their ability to handle actual emergencies. If the decision is made to close school early or cancel after-school activities, due to inclement weather, an attempt will be made to contact

parents, using all emergency contact numbers within the “BlackBoard” system. In the event of a non-weather emergency, we will contact all families using the same system.

### **Telephone Calls**

Responsibility is an important attribute for all students. No school telephone in any office may be used by students. If students have forgotten books, classwork, or musical instruments, classroom teacher discretion will determine whether a call can be made via the classroom telephone. Teachers’ classroom phones are capable of local calling only. In cases of illness or emergency, calls will be made by the school nurse, an administrator, guidance counselor or personnel in the main office. Students will not be called to the phone for any reason. Messages will be taken in cases of illness and emergency.

### **Cell phones/Smart Watches**

A student may carry or keep a cell phone in his/her backpack if authorized by the school office. The phone must be shut off and kept in the child’s locker/backpack and may be used only for emergency or unusual circumstances as agreed by parents/guardians and administration. The phone and/or **electronic watch** may not be used to receive or send messages anytime during school hours or on school buses. Student phones/**watches** used to make, or receive, unauthorized calls during school hours, or on a bus, will be confiscated by the school administration or the bus driver.

Students with Smartwatches or the like, may wear them in school, but they are not to be used for anything other than telling time during the school day or during school sponsored activities without parents/guardians being present. In the event that a student uses the watch for other purposes, it will be confiscated and held in the front office until the end of the day.

### **Homework and Independent Reading**

The School Committee has established homework guidelines that all teachers follow. Your child’s teacher will establish homework routines appropriate to his grade level. The School Committee policy can be acquired through the main office at the school. We ask all family members to become “Reading Partners” with our students. Research shows the more children read, the better readers they become. We encourage all students to read independently each night for 20–30 minutes before bed. In some classrooms, Student Reading Logs are sent home for students and/or parents to initial.

### **Photographs of School Activities for Local Papers**

Opt-Out Procedure for Parents Who Do NOT Want Their Child’s Picture to Appear  
As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to request that no picture of your child is used in this way. You must make this request in writing by completing a FERPA Privacy Form and

returning it to the Principal before September 3rd. If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website

### **Parent Guardian Involvement & Concerns**

1. Being actively involved in your child's school is helpful to both your child and the school community. The Parent Teacher Organization (PTO) meets for an hour once a month in the PTO Office at RMS.

2. School Council - In June of 1993, the Massachusetts State Legislature passed and Governor Weld signed into law The Education Reform Act of 1993. Section 59C of Chapter 71 of the Education Reform Act of 1993 calls for the establishment of a School Council at each elementary, secondary, and vocational school in the Commonwealth. The school council provision of the act is intended to enhance parent and community participation in the school. The PTO, by law, is responsible for conducting the election of all parent representatives to the School Council. The nomination and election process is conducted each September and parent volunteers are needed to be a part of our School Council. Representation from primary and intermediate grade students' families, as well as special education families (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month.

3. The Rochester School Committee sets its meeting schedule at the start of the school year. These meetings are typically on the first Thursday evening of the month. Meetings are held at the Rochester Memorial School and are televised.

Constructive criticism of our school is welcomed on the assumption that it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its tasks more effectively. Complaints are resolved most expeditiously if they are first taken to the staff member or administrator immediately in charge of the area in which a problem arises, then through successive administrative levels to the Principal, Superintendent, and subsequently to the School Committee, if necessary.

Anonymous letters serve no positive purpose when trying to resolve problems and will not be given the same weight as an identified correspondence. The School Committee has adopted a policy to be followed when a parent/guardian has a concern that has not been satisfactorily addressed. A copy of that policy is available at the school office.

**Mrs. Letendre, Interim Principal,** is available to all RMS families each month before PTO or School Committee meetings and at other times during the school day by appointment. Please call the school office or contact the principal directly via email: [heidiletendre@oldrochester.org](mailto:heidiletendre@oldrochester.org).

All teachers are accessible via the school's e-mail carrier as well. Go to our school website, <https://rms.oldrochester.org/> to access a list of staff/teacher email addresses.

### **First Aid/Emergencies**

If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents. Parents are responsible for transporting the student home in the event of illness or injury. If a serious illness or accident (life-threatening accident) occurs at school, the Rochester EMS will be called for transport to the hospital.

## **Health Information**

### **Health Records**

Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in grades 3 and 6.

Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5. Screening for head lice is done as needed.

### **Dispensing Medications**

Children are not permitted to carry medications on the bus or in the school building. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer any prescription medications in school, as required by Massachusetts General Law. Parental permission is also required. A Medication Protocol form that covers non-prescription medications is included in this packet. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent or by a school representative who has permission from the parent. Children will be allowed to self-administer inhalers on field trips only, with permission of the school nurse and when parental permission is on file at the nurse's office.

### **Additional Services Available**

Rochester Memorial School offers all students General Education support and accommodations including:

- Title I Services
- Social Work/Counseling Services
- Availability of the School Psychologist
- Reading Specialist Support
- STEM Specialist
- Academic Interventionist

- Others as outlined in the Rochester Memorial School Curriculum Accommodation Plan.
- Rochester Memorial School provides many Special Education services to students (who are eligible) including:
  - Inclusive support in regular classrooms
  - Pull-out instruction when warranted
  - Speech and Language therapies
  - Occupational and physical therapies
  - School Social worker small group/individual support

## **Health and Guidance Curricula**

District Health and Guidance Curricula have been implemented across all grade levels at RMS. There are nine general topics covered with the specific content tailored to the developmental needs of our differing age groups. The topics are as follows:

### **Growth & Development**

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development (At the fifth-grade level, students will have an introduction to the human reproductive system. A parent letter will be sent out prior to the presentation).

Nutrition Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

**Social & Emotional Health** Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

Family Life Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

**Interpersonal Relationships** Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

**Disease Prevention & Controls** Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

**Safety & Injury Prevention** Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation,



will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Violence Prevention Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence. If parents/guardians wish their children to be exempt from any portion of the Health Curriculum, a written request should be addressed to the school principal.

### **General Student Information**

#### **The Massachusetts Comprehensive Assessment System (MCAS) Testing**

Once during the school year, students in grade 5 participate in the Science Massachusetts Comprehensive Assessment System (MCAS) Test. Also, once a year all students in grades 3-6 will participate in the English Language Arts & Mathematics Massachusetts Comprehensive Assessment System (MCAS) tests. Testing during the 2022-2023 school year will take place at the following times:

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)	
ELA Testing Window:	March 25–April 26
Math Testing Window:	April 23–May 24
Science Testing Window:	April 23–May 24

It is highly recommended that all students must be present during MCAS testing.

#### **Student Records**

The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed access to the information in a student's record. Specific written consent provided by the parent or legal guardian is necessary for any other examination. A student transcript, which includes name, address, and grades, is kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, and Special Education records are given to the student upon graduation or destroyed within five years after the student leaves the school system. In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being

made. Copies of any part of the record may be requested and a reasonable fee may be charged for the cost of duplicating these materials. It has been our practice to make any student records easily accessible to parents.

The Commonwealth of Massachusetts has adopted procedures for non-custodial parents who wish to receive separate copies of student records or school notices. Information is available in the school office.

### **Report Cards and Parent Conferences**

It shall be the duty of each teacher at the end of each term or at the end of any period of time designated by the Superintendent, to estimate and to record the progress of students. The report card is an effective means of communicating an individual student's progress in relation to the curriculum and his/her own mastery of skills and social development. In the elementary grades, the written record is a standards-based report that indicates a student's progress.

Rochester Memorial School operates on a three-term grading cycle.

<b>Term</b>	<b>Period Covered</b>	<b>Number of Days</b>	<b>Marks Close</b>	<b>Report Cards Issued</b>
<b><u>1st</u></b>	Aug. 30 - Nov. 29	60 days	November 29, 2023	Friday, Dec. 8, 2023
<b><u>2nd</u></b>	Nov. 30 - Mar. 6	58 days	March 6, 2024	Friday, March 15, 2024
<b><u>3rd</u></b>	Mar. 7 - June 10	60 days	June 6, 2024	Monday, June 10, 2024 Day 180

Regular communication between school and home is important if we are to be successful. Conferences between parents and teachers are scheduled once during the school year, but if questions about your child's progress should arise in any curricular area, initiate a conversation with teachers at any time.

### **Promotion/Retention of Students**

It is expected that students' progress annually from grade to grade. Exceptions are made only when it is in the best educational interest of the student.

## **Student Enrichment:**

RMS offers various ways for students to enrich their academic learning. Below are some examples:

- Student Ambassadors with 5<sup>th</sup> & 6<sup>th</sup> grade representatives and officers
- **Project 351 Program**
- Annual Talent Show
- Science Fair
- Student vs. Staff Basketball Game
- 4<sup>th</sup> Grade Chorus: Students participate in a music-based production that is presented in January.
- 5<sup>th</sup> and 6<sup>th</sup> Grade Chorus: Groups meet once a week during school, several performances each year including the *FORM* concert which showcases all choruses in the district.
- 4<sup>th</sup> Grade Band: Students select an instrument for in-school instrumental instruction. In January, students come together as a beginner band.
- 5<sup>th</sup> and 6<sup>th</sup> Grade Band: Weekly instrumental instruction continues and the students meet as a band once a week.
- Jazz Band: Auditions are held in the fall and the band meets before school once a week.
- After School Activities: There are three enrichment/athletic sessions each year: one in the fall; two sessions in the spring. Each session lasts 8 weeks and offers a variety of elective programs. Brochures are sent home with students.

## **Field Trips**

During the year, field trips may be scheduled at each grade level. A student's behavior while on these trips will reflect upon his/her school. Misconduct will not be tolerated. A permission slip must be signed by one of his/her parents or guardians before a student can participate in the field trip. The form must be returned to the teacher-in-charge prior to the trip. All school rules apply to field trips. Any child may be denied the privilege of going on a field trip based on poor academic performance or inappropriate behavior.

## **Internet Use Policy**

An Internet user agreement is given to students at the beginning of their elementary experience. Students and parents sign and return the agreement and it is kept on file.

## **General Statement and School Rules:**

Rochester Memorial School emphasizes a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modeling of the adults around them. Students, teachers, administrators and parents all work together to maintain a safe, orderly school environment where everyone can learn and grow.

Students are expected to follow the school-wide rules that follow. These rules apply at all times, in all areas of the school.

- **Take CARE of Yourself**
- **Take CARE of Others**
- **Take CARE of Our School Environment**
- **Everyone C...A...R...E...S!**

<b>COOPERATION:</b>	We work, learn and solve problems together, with our friends and teachers.
<b>ASSERTION:</b>	We assert ourselves appropriately and respectfully.
<b>RESPONSIBILITY:</b>	We make good choices about our behavior and our learning. We respect one another and ourselves throughout the day.
<b>EMPATHY:</b>	We think of our friends and their feelings; we care about how others will react to us.
<b>SELF CONTROL</b>	We stop to think about what it is we'll say or do - in class, on the bus, on the playground - everywhere.

### **Party Invitations:**

In keeping with RMS's C.A.R.E.S. philosophy, and as a result of not wanting any child to feel hurt or excluded, we remind parents of the insensitive practice of students bringing party invitations to school. Uninvited students as well as the inviter may be in unnecessarily uncomfortable situations. Please take the time to mail party invitations, or see that they are delivered outside of the school community and school day.

The Rochester Blue Book is a great reference for parents to find addresses. We ask that you not call the office for this information.

### **School Staff Role in Establishing High Behavioral Expectations:**

Teachers and support staff model and reinforce positive behavior and compliance with school-wide rules and values. In addition, teachers implement classroom rules and policies. Generally, these rules are developed with student involvement appropriate to age and social development.

These classroom policies are submitted to the Principal for review. After administrative review, teachers will send home written classroom rules and consequences for family discussion. Students and parents/guardians and teachers will sign the Student Conduct Agreement that will be kept on file in the classroom.

Teachers follow all disciplinary steps outlined in their program on a consistent basis.

This may include notes or phone calls home, after school time, individual contracts as deemed appropriate, or other strategies. Teachers and parents who have ongoing concerns about a student's behavior have several sources of support - the School Adjustment counselor, Administration, and the Staff Assistance Team.

### **Responsive Classroom**

Rochester Memorial School utilizes the Responsive Classroom approach in supporting our students in the learning process and throughout the school day. All RMS teachers and administrators have participated in Responsive Classroom training.

Responsive Classroom is a way of teaching and leading that creates a safe, challenging, and joyful classroom and school wide climate for all students. Teachers who use the Responsive Classroom approach understand that all of students' needs—academic, social, emotional, and physical—are important.

Elementary teachers create an environment that responds to all of those needs so that your child can do his or her best learning. The Responsive Classroom approach develops teachers' competencies in four key areas:

1. Engaging Academics—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

### **Student Fee, Fines and Charges (Approved by the Rochester School Committee)**

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges. A school may exact a fee or charge only upon School Committee approval. The schools, however, may:

- ***Charge students enrolled in a certain course for the cost of materials used in projects that will become the property of the student.***
- ***Charge for lost and damaged books, materials, supplies and equipment.***

Students who are experiencing financial hardship are exempt from paying fees.

However, these students are not exempt from charges for lost and damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's handbook or in some other written form and distributed to

each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District. Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

#### **Replacement Fee Recommendation**

Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple usb-c to lightning cable	\$25.00
Apple usb power adapter (block)	\$25.00
Case	\$50.00

#### **Discipline and Behavior Expectations**

##### **Bullying**

In the spring of 2010 the legislature and governor enacted an anti-bullying law that impacts all schools in Massachusetts. Bullying is defined as a type of violence that occurs when someone uses his or her power unfairly and repeatedly to hurt someone else. The law recognizes bullying as any repeated word, look, sign, or act that hurts a

person's body, feelings, or things. All staff members will receive training during this year that will better equip them to deal with students' needs in this area. We recognize each student for his or her unique qualities, attributes, and characteristics. We embrace the differences among all students and will continue to foster an environment of acceptance with an appreciation for those differences.

**Discrimination:**

The Rochester School District adheres to the following Anti-Racism Resolution:

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students.

WHEREAS, it is the responsibility that every district provides to all district staff, including:

School Committee members annual professional development on diversity, anti-racism, equity and inclusion; WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce.

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based.

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by diverse authors and works from diverse perspectives.

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to impact our public and private institutions.

RESOLVED: that the Rochester School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff. We must ensure our own school culture and that every district in the Commonwealth is actively anti-racist.

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

The Rochester School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

**Harassment:**

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school related event, function or activity relating to an individual's action or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or

offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

**Retaliation:**

Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

**Hate Crime:**

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

**Bullying Prevention & Intervention Policies**

Everyone has the right to feel safe in and out of school. Any form of bullying or cyberbullying is forbidden in any location.

*Bullying* refers to repeated, intentional acts of physical or mental cruelty or intimidation between two people who are unequal in real or perceived social power.

- Targets of school bullies may be perceived as "different" in either subtle or noticeable ways.
- Bullying is *not* simply "conflict". The most common type of bullying is verbal or psychological but technological advances in our society mean that the next most common type of bullying is, or soon will be, written in the form of cyber bullying.
- Every reported act of bullying will be investigated, action will be taken where necessary, and parents will be notified. The school can investigate any bullying or cyberbullying that occurs on or off school grounds if it is having an apparent impact on the student's education.
- School disciplinary actions will be taken if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, disrupts the education of the victim or disrupts the orderly operation of the school.



- Disciplinary actions range from a warning to after school detention, an in or out of school suspension, and may include notifying police.
- Targets must seek help from an adult. Reports of bullying can be made to parents, guardians, principals, teachers, counselors, or any trusted adult. The adult will immediately inform the principal and an investigation will begin. It is important to note that a member of the school staff may be named as the “aggressor” or “perpetrator” in a bullying report. For example, the following staff members (but not limited to) could be named: educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extracurricular activity or paraprofessional.
- Retaliation is prohibited against a person who witnesses and reports bullying, provides information during an investigation, or has reliable information about bullying.

### **School Contacts:**

**Heidi Letendre, Interim Principal (508)763-2049 ext.2010**

heidiletendre@oldrochester.org

Charles West, Assistant Principal ext. 2224

charleswest@oldrochester.org

Sharon Cruz, School Social Worker ext. 2015

sharoncruz@oldrochester.org

Jamie Pacheco, School Social Worker ext.1116

jamiepacheco@oldrochester.org

### **Video Cameras**

The School Committee, after carefully considering the privacy rights of students and drivers and the District’s duty to ensure discipline and protect the health, welfare, and safety of staff and students on school transportation vehicles, has authorized the use of video cameras on its transportation vehicles when deemed necessary by school administration.

### **School Bus Conduct Rules:**

1. Treat your bus driver and other passengers with respect and courtesy.
2. Get on and off the bus by moving slowly and safely.
3. Passengers must be seated at all times with their feet on the floor, and facing forward.
4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.
5. Arms and heads must be kept inside the bus.
6. Windows may be open only by the bus driver or with his/her permission
7. Aisles must be kept clear at all times.
8. Profane and bullying language is forbidden.
9. Horseplay is unsafe and forbidden.
10. Throwing objects is unsafe and forbidden.

## **Bus Expectations**

The driver of the offending student will report violations of bus rules to the student, the school principal and the student's parents in writing promptly. Violations may result in the loss of bus privileges or application of discipline sanction up to and including suspension.

1st Offense – Warning

2nd Offense – Detention or Assigned Seat at Front of Bus – *This will be strictly enforced in conjunction with changes to our bullying policy*

3rd Offense - bus suspension

Repeated Offenses\* - Consideration of permanent exclusion

\*Including exclusion from the bus for the balance of the school year.

Complete copies of the Transportation Policy are available upon request and for all new incoming students.

The Rochester School District has established rules and policies regarding bus discipline. Bus drivers report violations of rules to administration. Parents receive a written notice of the incident and its consequences. School buses are equipped with videotape equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Copies of the Rochester School District Bus Policy are available at the RMS office

## **Behavior Expectations**

Expectations for behavior are necessary in order to guarantee that those who do not respect these rights do not interrupt the educational rights and privileges of well-behaved students. Rules are required to ensure students' cooperation and responsible behavior. Self-control and consideration of others are the key components.

Students must behave appropriately and accept the leadership of teachers, school officials and others who have been assigned such responsibilities. Students must also adhere to school regulations on the way to and from school, on school grounds, on school buses, during extracurricular activities, or any time while under the school's supervision. Students may be disciplined for other behavior, which directly or indirectly impairs the educational process or good order of the school.

## **Due Process/Suspension and Expulsion:**

Ordinarily, Teachers, administrators, and other authorized staff will discipline students for inappropriate behavior. Consequences may include verbal warning, "time out", and notification to parents, referral to the principal, and/or detention. More serious cases, such as disrespectful language, stealing, destruction of property, fighting, drug possession and/or abuse, and possession of dangerous objects, will be referred to the administration, who may impose discipline, including suspension and/or expulsion, as provided by law.

Before a student is removed from the school for disciplinary reasons, the student will be provided with notice and a hearing; however, a student may be immediately removed from school if the student's presence poses a continuing danger to persons or property

or an ongoing threat of disrupting the academic process. In such circumstances, the notice and hearing will follow the initial removal from school. Notice and hearing will consist of the following: the designated disciplinarian will give the student and/or parent/guardian oral notice of the charges against him/her, and an opportunity to present his/her version of the facts. If the designated disciplinarian thereafter decides to suspend or expel the student, the student will be informed of the length of the suspension or expulsion. The parent will be notified of the hearing and will be permitted to attend.

### **Sexual Harassment:**

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of his/her participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If a student or employee believes that s/he has been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that s/he has witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable. A complaint of sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment will be accurate and may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

### **Special Offenses**

*Massachusetts General Laws, Chapter 71, Section 37H*

G.L. Chapter 71, §37H	G.L. Chapter 71, §37H $\frac{1}{2}$	G.L. Chapter 71, §37H $\frac{3}{4}$
<p><b>Offenses:</b></p> <p>On school premises or at school-sponsored events or activities:</p> <ul style="list-style-type: none"> <li>• Possession of a dangerous weapon</li> <li>• Possession of a controlled substance</li> <li>• Assault on a member of the educational staff</li> </ul> <p><b>Consequence:</b></p>	<p><b>Offenses:</b></p> <ol style="list-style-type: none"> <li>1. A felony charge or felony delinquency complaint against a student.</li> <li>2. Conviction, adjudication, or admission of guilt with respect to such felony.</li> </ol> <p><b>Consequence:</b></p> <ol style="list-style-type: none"> <li>1. Felony charge or felony</li> </ol>	<p><b>Offenses:</b></p> <p>Any offense that is not addressed in 37H or 37H <math>\frac{1}{2}</math>.</p> <p><b>Consequence:</b></p> <p>May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been</p>

<ul style="list-style-type: none"> <li>● Exclusion for amount of time up to expulsion;</li> </ul> <p>Principal may suspend and not expel as he or she deems appropriate</p>	<p>delinquency complaint: suspension for a period of time deemed appropriate by principal <b>if</b> the Principal determines the student's continued presence would have a substantial detriment on the general welfare of the school.</p> <p>2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) <b>if</b> the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.</p>	<p>considered; consider ways to re-engage the student in learning.</p> <ul style="list-style-type: none"> <li>● Consequences other than suspension may draw from evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.</li> <li>● No student may be suspended for more than 90 school days in a school year.</li> </ul>
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<p><b>Due Process:</b></p> <ul style="list-style-type: none"> <li>• Constitutional due process;</li> <li>• Prior notice to student of charge and written notice of right to hearing;</li> <li>• Right to representation at hearing; and to present evidence and witnesses at hearing.</li> </ul>	<p><b>Due Process (for either suspension or expulsion):</b></p> <ul style="list-style-type: none"> <li>• Constitutional due process;</li> <li>• Written notice of the charges and of the reasons before the suspension takes effect;</li> <li>• Principal may determine the appropriate amount of time for suspension;</li> <li>• Written notice of the right to appeal to the superintendent;</li> <li>• Suspension remains in effect pending appeal to the Superintendent.</li> </ul>	<p><b>Due Process:</b></p> <ul style="list-style-type: none"> <li>• Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the principal before suspension takes effect. Consult 603 CMR 53:08 for details on notices.</li> <li>• Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process</li> <li>• Explicit requirement to</li> </ul>
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		<p>translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate.</p> <ul style="list-style-type: none"> <li>• Principal must make and document reasonable efforts to include the parent in meeting/hearing with the student.</li> <li>• Principal must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping.</li> <li>• Following hearing, principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.</li> <li>• Before any out-of-school suspension of a student in preschool or grades K – 3, principal must notify superintendent in writing</li> </ul>
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		of the alleged misconduct and the reasons for suspending the student out-of-school.
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<b>Appeal from Principal's Decision:</b>	<b>Appeal from Principal's Decision to Suspend or to Expel:</b>	<b>Appeal from Principal's Decision:</b> <ul style="list-style-type: none"> <li>• Timeline for requesting appeal: written request</li> </ul>
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<ul style="list-style-type: none"> <li>• Right to appeal expulsion decision to superintendent</li> <li>• Timeline for requesting appeal: ten days from date of expulsion</li> <li>• Right to counsel at hearing</li> <li>• Superintendent can make factual determinations as well as determine consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion</li> <li>• Superintendent must hold hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.</li> <li>• Superintendent may overturn or alter the decision.</li> </ul> <p><b>A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.</b></p>	<p>not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted.</p> <ul style="list-style-type: none"> <li>• The superintendent must hold hearing within 3 calendar days of the parent's request for a hearing. The student or parent may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent if the superintendent has made a good faith effort to include the parent.</li> <li>• The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her expense at the hearing.</li> <li>• The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.</li> <li>• The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater</li> </ul>
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		<p>than the principal decided. A written decision is due within 5 calendar days of the hearing.</p>
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<p><b>Provision of Education Services:</b></p> <p>Provide every student an opportunity to make <i>academic progress</i> during the period of suspension (whether in-school or out of-school) or expulsion, to make up assignments, and earn credits missed.</p> <p>A district that suspends or expels a student for <i>more than 10 consecutive days</i> must provide the student and the parent with a <b><i>list</i></b> of alternative educational services.</p> <p><b>See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.</b></p>	<p><b>Provision of Education Services: Same</b></p>	<p><b>Provision of Education Services: Same</b></p>
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<p><b>Discipline Collection and Reporting:</b></p> <ul style="list-style-type: none"> <li>• Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services.</li> <li>• Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate.</li> <li>• Department will provide assistance to school(s) if Commissioner identifies school(s) in district that have the highest percentage of</li> </ul>	<p><b>Discipline Collection and Reporting: Same</b></p>	<p><b>Discipline Collection and Reporting: Same</b></p>
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<p>suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year.</p> <ul style="list-style-type: none"> <li>• Create a plan to address disparities if Commissioner determines that school or district discipline data reflect significant disparities by race and ethnicity or disabilities. See 603 CMR 53.14 for details.</li> </ul>		
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### **Procedure for the Discipline of Students with Disabilities**

If a suspension of more than ten days is proposed, or if a shorter series of suspensions would result in more than ten cumulative days out of class, for any student who has an IEP or 504 Plan, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/program placement, or from an IEP that was not fully implemented, the long - term suspension or expulsion may not be imposed.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will...

- (1) enable the student to continue to participate in the general curriculum,
- (2) enable the student to receive services listed in the last agreed upon IEP, and
- (3) include any services and modifications designed to address the student's behavior.

The parents/guardians have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents request a hearing, the "stay put" provision of the

IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. The right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.

***Procedural Requirements Applied to Students not yet determined to be Eligible for Special Education:***

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

**Conflict of Interest Law and Gifts for Teachers:**

The Commonwealth's conflict of interest law, G.L. c. 268A, and the financial disclosure law, G.L.c.268B, restrict gifts and gratuities that school staff may receive. All teachers and school volunteers must be made aware of the content of these laws, specifically sections 3 and 23 of 268A, and section 6 of 268B. Section 3(b) prohibits a public employee from requesting or receiving anything of 'substantial value'\* which is given for or because of an official act or act within the public employee's official responsibility. Similarly, under section 3(a), no one may give or offer such gifts to public employees.

In addition, G.L.c. 268B, section 6, specifically prohibits public employees or members of their immediate families from soliciting or accepting gifts with an aggregate value of \$100.00 or more in a calendar year. Next, under G.L.c. 268A, section 23(b)(2), public (school) employees are prohibited from using or attempting to use their position to obtain for themselves or others unwarranted privileges of substantial value that are not properly available to similarly situated individuals. Finally, even if a gift or gratuity is not

of substantial value or does not fall within the prohibitions discussed above, G.L.c. 268A, section 23(b)(3) will, in many situations, require public (school) employees to disclose to their appointing authority, the gift and their relationship with the giver.

All school volunteers are required to be aware of the state's general laws and language surrounding gifts.

***\*Anything worth \$50.00 or more is considered to be "of substantial value" for the purposes of the conflict of interest law.***

The full content of the State Ethics Commission law is available from the school office or online at <http://www.mass.gov>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
**MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**  
135 Marion Road, Mattapoisett, MA 02739  
Tel. (508) 758 -2772 FAX (508) 758-2802  
[www.olderochester.org](http://www.olderochester.org)

## **NON-DISCRIMINATION POLICY**

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, gender, sexual orientation, age, gender identity, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that he or she may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the superintendent of schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:



Office for Civil Rights  
John W. McCormack Post Office and Courthouse  
Room 222  
Post Office Square  
Boston, MA 02109

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
Marion – Mattapoisett – Rochester, Massachusetts**

**August 1, 2023**

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

*Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:*

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

*Receive notice and an opportunity to opt a student out of:*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

School	Title of Book	Publisher	Copyright Date	Grade Level	Quantity to be recycled
<b>RMS</b>	When Readers Struggle	Heinemann	2009	K-3	1
	F & P Literacy Continuum		2015	PreK-3	1
	F & P Guided Reading		2017	PreK-6	2
	F & P Rdg Mini Lessons		2020	Grade 6	1
	F & P Rdg Mini Lessons		2019	Grade 1	1
	F & P Rdg Mini Lessons		2019	Grade K	1
	F & P Assessment Forms		2017	Grade 2-6	1
	F & P BAS Kit 2		2017	Grades 3-6	1
	Reading Street Teacher Manuals (6 units each teacher)			K-6	63
	Reading Street Student Workbooks Volume 1 and 2			K-6	960
	DRA 2 Kit	Pearson		K-3	1



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Cat Kid comic club. Perspectives (Cat Kid Comic Club, Book 2) by Pilkey, Dav
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... For Publisher Specific Titles: -</p> <p>Review Status: -</p> <p><i>School Library Journal</i> starred (March 1, 2021)</p> <p>Gr 2-5-Cat Kid and his sidekick Molly are running a comic club for Flippy Frog's many children. The kids bicker, disrupt, argue, complain, and generally behave as delightfully as any batch of after-school club members. Can Cat Kid inspire them to create well-thought-out, tightly plotted stories and classic comic art? Well-spoiler-no. Instead, after Cat Kid shows them how to come up with ideas, gives them permission to fail, and explains that any way they want to work is perfectly OK, whether it's as a team, individually, using photos or drawings, or even in verse, the club kids produce action ninja poop joke sketches, merry mayhem, and cutely morbid comics. These delight the club but cause dad Flippy to flip out and call the doctor. Pilkey never turns his stories into kids-versus-adults conflicts, and in this one, the doctor and the nurse pause to read the comics, laugh their heads off, and reassure Flippy that there's nothing wrong with his children. They remind him that adult creators write about death and poop all the time, and admonish him to be more chill. Bright colors and reasonably convincing kid-made comics add to the considerable appeal of this chapter book. Vocabulary stretch words such as vegetarian, ambitious, and, most important, autobiographical are scattered throughout. VERDICT Sure to be immensely popular, this title also serves as a great introduction to the creative process and to the evolving question of "what is a comic?" Colorful, compelling, and laugh-out-loud funny. Every elementary school library needs this graphic novel.-Paula Willey, Enoch Pratt Free Lib., Baltimore © Copyright 2021. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Key player (Front Desk, Book 4) by Yang, Kelly
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles.</p> <p><b>Review Status:</b></p> <p><i>School Library Journal (March 1, 2018)</i></p> <p>Gr 4-6-Mia Tang and her parents expected to work hard when they came to the United States, but they had no idea how difficult things would be. After a year or two struggling to make ends meet, they find themselves managing a motel for a cruel and exploitive owner. The work is exhausting and the problems are many, but the Tangs approach their new responsibility with determination, creativity, and compassion, making friends everywhere and sheltering a trickle of immigrants in worse straits than themselves. Ten-year-old Mia takes over the front desk, and makes it her own, while dreaming of a future as a writer. Based on Yang's own experiences as a new immigrant in the 1980s and 1990s, her novel speaks openly of hardship, poverty, assault, racism, and bullying, but keeps a light, positive tone throughout. Mia herself is an irresistible protagonist, and it is a pleasure to see both her writing and her power grow through a series of letters that she sends to remedy injustices. The hefty and satisfying dose of wish fulfillment that closes the story feels fully earned by the specificity and detailed warmth of Yang's setup. Many young readers will see themselves in Mia and her friends. -VERDICT A swiftly moving plot and a winsome protagonist make this a first purchase for any collection, especially where realistic fiction is in demand.-Katya Schapiro, Brooklyn Public Library © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (April 15, 2018 (Vol. 114, No. 16))</i></p> <p>Grades 4-7. Set in the early 1990s in Anaheim, California, this earnest debut is partially inspired by the author's childhood. When Mia Tang's parents find a new job managing the Calivista motel, it seems like the answer to their prayers: free housing and a stable, secure job, neither of which have come easy to the recent Chinese immigrants. Fifth-grader Mia takes pride in working the front desk and becomes fast friends with the weeklies, for whom the motel is a semipermanent residence. But the motel's owner, Mr. Yao, is beyond mean—he's flat out racist—so Mia enters a writing contest to win their very own motel. It's the details that sing in this novel, particularly the small moments that feel like everything when you're a kid: winning (or not) the beloved classroom object, having your prized possession stolen, or being hurt by a parent's words. When Mia's mother says, "You're a bicycle and the other kids are cars," meaning Mia's English will never be as good as a native speaker's, it's a crushing and lingering blow, especially for a budding writer. This book will help foster empathy for the</p>



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

	immigrant experience for young readers, while for immigrant children, it is a much-needed and validating mirror. Though some of the events toward the end may stretch believability in an otherwise realistic novel, there is plenty to appreciate and admire. Deserving of shelf space in every classroom and library.
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**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:



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

This book meets the criteria for inclusion in the library collection.

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed:

*Amel Saffar*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Welcome to Sparklegrove (Branches: Unicorn Diaries, Book 8) by Elliott, Rebecca
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. <input type="button" value="For Publisher Specific Titles"/></p> <p><b>Review Status:</b> <input type="button" value="Review Status"/></p> <p><i>School Library Journal Xpress (April 10, 2020)</i></p> <p>K-Gr 2-Bo Tinseltail is back for another adventure in the second installment of this series from the author of "Owl Diaries." When items begin to go missing from Sparklegrove Forest, Bo and her classmates are on the case. As all clues begin to point to a dragon thief, Bo and her friends are nervous. Will they meet a scary dragon, or will it be something different entirely? This accessible early chapter book series is written as diary entries, and young audiences will find the format relatable. The bright, colorful, and cartoonish illustrations add fun and humor to the story and will help keep readers engaged. The lighthearted and informal tone, as well as the content of the story (fear about not knowing what to expect) will appeal to children. The text is appropriately challenging for beginning readers. <b>VERDICT</b> An additional purchase for libraries looking to expand their early chapter book section, or where Elliott's previous series is very popular. -Jessica Trafton, Skidompha Library, Damariscotta, ME © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	<input type="button" value="Item Meets Criteria"/>
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	<input type="button" value="Not applicable"/>





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

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Wings of fire. The graphic novel. Book six, Moon rising (Wings Of Fire, Book 6) by Sutherland, Tui
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles:</p> <p>Review Status:</p> <p><i>School Library Journal (February 1, 2018)</i>          Gr 4-7-This graphic novel adaptation of the first "Wings of Fire" installment centers on five young "dragonets" who are being trained to save the dragon world from war and destruction as they rebel against their handlers and strike out to discover their own destiny. They encounter a wicked queen who takes them captive, and the dragonets must work together with the help of a new friend to escape death and destruction in the gladiator-style fighting ring. The full-color illustrations bring the dragons and their surroundings to life, and the fast-paced, plot-driven story translates well to the graphic novel format. One of the dragons, Glory, can alter her appearance, which may be confusing, as her colors sometimes change without explanation. The text bubbles are occasionally hard to follow, such as when multiple dragons speak at once. However, readers comfortable with the comic format or familiar with the first book will be able to understand. VERDICT Fans of the series will be drawn to this visual representation of their favorite characters, as will those who enjoy epic, animal-based fantasies.-Ellen Conlin, Naperville Public Library, IL © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (May 15, 2018 (Online))</i>          Grades 4-7. The five dragonets, who prophecy has foretold will end the great dragon war, have escaped from their protective home to see the real world only to realize that things are far graver than they were ever taught. Adapted from Sutherland's middle-grade series, the story is surprisingly riveting; the politics involved between the warring factions and dragon races makes for great world building, and the war-torn world, complete with gladiatorial-style fights and backstabbing, is an intriguing backdrop for the five dragons' development. Comparisons to other fantasy properties are inevitable, but Sutherland and Holmes' series starter escapes most of those tropes and blazes its own path. The accompanying artwork, which is a bit bloodier than one might imagine for a kid's graphic novel, depicts the results of the dragon war, such as a bloody dragon battle and a few dragon murders. Holmes tones down the gore just enough, and his anime-like scenes, with bright colorization and expressive character design, nicely downplay the violence and emphasize the high-stakes</p>



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

action. Sure to be a hit among fantasy-adventure fans.

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



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

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

A handwritten signature in black ink, appearing to read "Daniel Scott", written over a horizontal line.



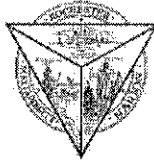
**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	What is Lego? (What Was...?) by O'connor, Jim
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed in the series. For Publisher Specific Titles</p> <p><b>Review Status:</b></p> <p><i>Horn Book Guide (Fall, 2002)</i> The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines--one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i> These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i> A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

**Criteria for Selection of Library Materials**

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



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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Item Meets Criteria ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	Who Was Queen Elizabeth II? (Who Was...?) by Stine, Megan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles.</p> <p>Review Status:</p> <p><i>Horn Book Guide (Fall, 2002)</i> The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines—one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i> These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i> A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
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**Old Rochester Regional School District**  
Massachusetts Superintendency Union #55

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Item Meets Criteria ▾
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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Sarah Scott*





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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	Who Is the Man in the Air? Michael Jordan (Who Was...?) by Soria, Gabe
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed for Publisher Specific Titles.</p> <p><b>Review Status:</b></p> <p><i>Horn Book Guide (Fall, 2002)</i> The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines--one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i> These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i> A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
--	-------------------



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

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*David Lopez*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	What Was the Age of the Dinosaurs? (What Was...?) by Stine, Megan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review.</p> <p>For Publisher Specific Titles:</p> <p>Review Status:</p> <p><i>Horn Book Guide (Fall, 2002)</i> The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines—one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i> These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i> A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**


1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
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7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾
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Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾
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Signed: 



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	Who Is Shaquille O'Neal? (Who Was...?) by Labrecque, Ellen
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed.</p> <p>For Publisher Specific Titles: -</p> <p>Review Status: -</p> <p><i>Horn Book Guide (Fall, 2002)</i></p> <p>The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines--one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i></p> <p>These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i></p> <p>A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

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7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Sarah Scott*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	What Do We Know About the Loch Ness Monster? (Who Was...?) by Korte, Steve
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div style="border: 1px solid black; padding: 5px;">         This book is part of a series. The review below belongs to other titles review. <span style="float: right;">▼</span>          For Publisher Specific Titles: <span style="float: right;">▼</span>          Review Status: <span style="float: right;">▼</span> </div> <p><i>Horn Book Guide (Fall, 2002)</i>          The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines—one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i>          These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i>          A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

### Criteria for Selection of Library Materials

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

	Select a Response
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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Sarah Sullivan*





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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Pug's road trip (Branches: Diary Of A Pug, Book 7) by May, Kyla
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed.</p> <p>For Publisher Specific Titles:</p> <p>Review Status:</p> <p><i>School Library Journal (December 1, 2019)</i></p> <p>K-Gr 2-May's next title in the "Diary of a Pug" series is a hilarious and heartwarming tale of a dog's first snow. When Bella tells Bub that she is wishing for a snow day this winter, Bub has no idea what she means. Bella gets her wish, and the pair venture out into the snow for the first time where new experiences abound. Suddenly, monstrous sounds can be heard across the fence. Bella and Bub have to confront their fear of the unknown to find out the cause-a moving truck and new friends! The pair learn that being brave and confronting your fears can have great rewards. Extremely attractive color illustrations will grab readers from the beginning. Animal lovers will delight in following Bub's thoughts throughout the story. The diary entry format is a creative way of engaging early chapter book readers. The comprehension questions at the end are a wonderful addition to enhance engagement. VERDICT Readers new to chapter books will love the unique diary format and vibrant illustrations. Perfect for early learners who love animals, and a wonderful wintry choice for any elementary school library.-Elizabeth Pelayo, St. Charles East High School, IL © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Not applicable



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

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	Cutest animals on the planet, National Geographic Kids, 2021
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>This book comes from a publisher known for quality children's books. It is ...</p> <p>Review Status: -</p> <p><i>Horn Book Guide (Spring 2016)</i></p> <p>Large, attractive color photos with boxed or spot captions make this breezy guide to cute animals highly browsable. Covering wild animals along with zoo creatures and domestic pets--many babies--the chattily informal text supplies a few facts about the animals along with the occasional jest. Several spreads feature unusual animal friend pairings, such as cats with an otter or a lion and a meerkat. Ind.</p>

### Criteria for Selection of Library Materials

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	Select a Response
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4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾



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

6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. ▾

Signed: \_\_\_\_\_

*David S. Sade*



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

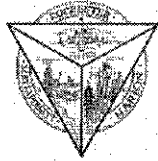
## Library Book Donation Review (Form 2)

Date of Receipt:	May 19, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	What was the Titanic? (What Was...?) by Sabol, Stephanie
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles:</p> <p>Review Status:</p> <p><i>Horn Book Guide (Fall, 2002)</i> The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines—one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i> These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i> A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

### Criteria for Selection of Library Materials

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

	Select a Response
--	-------------------



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

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Item Meets Criteria ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	May 19, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Smithsonian Super dinosaur encyclopedia by Barker, Chris - DK Publishing, 2020
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	For Series Specific Titles: - This book comes from a publisher known for quality children's books. It is - Review Status: -

**Criteria for Selection of Library Materials**

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

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



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

8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

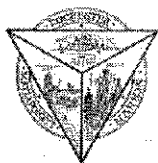
This book meets the criteria for inclusion in the library collection. ▾

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. ▾

Signed: *Sarah Scott*





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

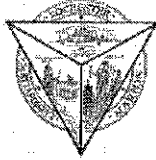
**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Animal knowledge genius! (DK Knowledge Genius) by Derrick, Stevie DK, 2021
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	For Series Specific Titles: - This book comes from a publisher known for quality children's books. It is ... - Review Status: -

**Criteria for Selection of Library Materials**

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

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



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

8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable -
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable -
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable -

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection -

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials -

Signed: \_\_\_\_\_

*[Signature]*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Kingfisher animal encyclopedia (Kingfisher Encyclopedia) by Burnie, David - <i>Kingfisher, 2018</i>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	For Series Specific Titles: - This book comes from a publisher known for quality children's books. It is - Review Status: -

### Criteria for Selection of Library Materials

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

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



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

8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. ▾

Signed: Deane Luth



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

**Library Book Donation Review Form**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	Rochester Memorial School, PTO - Scholastic Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	April 25, 2023
Title and Author of Book:	Big Book of Who All-Stars Sports Illustrated Kids
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>Reviews available and posted here</p> <p><i>This book is one of four.. This review is for :Big book of who. Baseball :the 101 stars every fan needs to know, but also applicable because it is part of the set.</i></p> <p><i>Booklist (April 15, 2017 (Vol. 113, No. 16) Grades 4-7. Just in time for the 2017 baseball season, and up to date as of the 2016 World Series, the latest volume in the publisher's Big Book of Who series celebrates outstanding and colorful baseball players from many eras. Each entry asks a question about baseball records, achievements, and lore, such as, "Who homered on three consecutive pitches in the 1977 World Series?" and "Who celebrates Orioles wins by giving teammates a pie to the face?" Each answer is explained in a paragraph written in an accessible, journalistic style, along with a sidebar and often a fast-fact box. Arranged topically rather than chronologically, the chapters spotlight champions, sluggers, pitchers, cool characters, and record breakers. While most of the featured players were active in the twentieth century, others are playing today and will be familiar to young fans. This colorful book includes an eye-catching photo for each entry, and most show the players in action. Informative as browsing material, the book will be fun to share with others who love baseball.</i></p>

**Criteria for Selection of Library Materials**

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

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



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

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following my professional examination, the following action is recommended to the School Committee:

This book meets the criteria for inclusion in the library collection and should be approved by School Committee ▾

Reason for recommendation:

Due to positive professional reviews, I do recommend this book for our library collection. ▾

Signed: *David Scott*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	May 19, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Big book of who. Football :the 101 stars every fan needs to know. (Sports Illustrated Kids: Big Book of Who)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	For Series Specific Titles: - This book comes from a publisher known for quality children's books. It is - Review Status: -

### Criteria for Selection of Library Materials

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

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



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

8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable -
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable -
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable -

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection.

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials.

Signed: \_\_\_\_\_

*Paula L. L...*





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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 15, 2023
Title and Author of Book:	Pete the Cat plays hide-and-seek (Pete the Cat-Picture Books) by Dean, Kim
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed for Publisher Specific Titles.</p> <p><b>Review Status:</b> <i>Horn Book Guide (Fall 2010)</i> Pete the (optimistic) cat loves his brand-new white shoes no matter what. Even when he steps in strawberries, blueberries, and mud--turning his shoes red, blue, and brown--nothing rocks this cool cat's world: "No matter what you step in, keep walking along and singing your song." Color-rich illustrations from a variety of visual perspectives match the groovy tale's vibe.</p> <p><i>Booklist (July 2012 (Online))</i> Preschool-Grade 1. This third Pete the Cat title finds the unflappable feline digging his favorite shirt: "My buttons, my buttons, / my four groovy buttons." Then one of these buttons pops off, leaving three. "Did Pete cry? Goodness, no! / Buttons come and buttons go." He alters his song to reflect the new number. Another button pops on his skateboard, and while getting ice cream, and finally atop his surfboard, until there's just one button left--his belly button. Litwin's repetition will make this easy to sing along with (a free song is available for download), and Dean's art gives everything a sunny-day-at-the-boardwalk feel.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Not applicable



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

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:       *Lucy Adams*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	Hurricane Katrina, 2005 (I Survived, Book 3) by Tarshis, Lauren;
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Review Status: -</p> <p><i>Booklist</i> (February 1, 2011 (Vol. 107, No. 11)) Grades 3-6. This novel in the I Survived series follows 11-year-old Barry Tucker, who resides with his family in New Orleans' Lower Ninth Ward in 2005. Though the Tuckers attempt to evacuate before Hurricane Katrina strikes, they end up trapped in their home as the storm approaches. Although the events depicted here could be scary for younger children, Tarshis offers a hopeful resolution, and a frank epilogue gives additional facts about the disaster. Expressive illustrations capture the drama of the storm and its aftermath, but the book's real power comes from its exploration of what it means to be a hero.</p> <p><i>Horn Book Guide</i> (Fall 2011) The book begins on a terrible Monday in August, 2005, with eleven-year-old Barry Tucker clinging to a tree as Hurricane Katrina ravages New Orleans. The text then backs up to tell of Barry's family's attempt to escape the city and how everyone weathered the storm. Accessible writing and fast pacing will appeal to reluctant readers. Shadowy black-and-white illustrations enhance the story.</p>

**Criteria for Selection of Library Materials**

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

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



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

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	The attacks of September 11, 2001 (I Survived, Book 6) by Tarshis, Lauren
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles:</p> <p>Review Status:</p> <p><i>School Library Journal</i> (December 1, 2019) Gr 2-6-Like many other popular series, "I Survived" is being adapted into graphic novel format. Tarshis's tale of terror in the middle of the Atlantic hews closely to the source material. In 1912, 10-year-old George is traveling with his little sister and his aunt aboard the Titanic. Restless and a bit mischievous, George finds excitement and meets friends above and below deck. Tension builds as the ship collides with an iceberg and begins to sink. George, his family, and his friends escape the rising water on the lower levels and make their way to the upper decks, which leads to separation, icy waters, and, ultimately, rescue by the Carpathia. Dark, subdued, inky art sets a somber tone, while a parade of mostly small panels builds suspense and promises to engage readers. As George explores the ship, the illustrations highlight the enormity of the Titanic, from George and his family's lavish first-class quarters to the boiler room to the mail sorting room to the baggage hold. Appended facts about the Titanic and information on real-life passengers let readers make connections between this fictional story and the actual events. VERDICT This title will be in high demand where the original series circulates well.-Jody Kopple, Shady Hill School, Cambridge, MA © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (January 1, 2020 (Vol. 116, No. 9)) Grades 3-6. Ten-year old George Calder loves adventure and is hoping to find it aboard the maiden voyage of the Titanic, but when the infamous ship starts to sink, it's up to George and his quick wits to find a way out for his family and friends. The original I Survived series already has lots of appeal for emerging readers, but this graphic adaptation of Tarshis' novel not only stays incredibly true to the original story but now provides another format in which to enjoy this high-interest and easily accessible piece of historical fiction. The illustrations nicely complement the plot-driven tone and softly show the historical horror appropriately for a young audience without minimalizing its tragedy. The dense colors and detailed figures and backgrounds mimic the feel of 1940's pulp comics, which works quite well with the overall tone. Readers will be poring over the pages to see what happens next, even if they're already familiar with the story. Includes additional facts about the shipwreck, period photos, and further-reading lists for kids inspired to further research</p>



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

**Criteria for Selection of Library Materials**

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1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: *Janet Sab*



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

## **Library Book Donation Review (Form 2)**

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	The shark attacks of 1916 (I Survived, Book 2) by Tarshis, Lauren
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Review Status: ▾</div> <p><i>School Library Journal (December 1, 2010)</i> Gr 3-7-An absorbing story based on the shark attacks in New Jersey in 1916. Chet Roscoe, 10, moves in with his uncle while his father looks for work in California. He works in his uncle's diner and meets some local boys with whom he becomes friends. A story hits the papers about a shark attack about 10 miles away and their little town dismisses it as a fake, but a local fisherman begs to differ. The boys play a series of pranks on one another, but when Chet comes face to face with the shark in the river, the friends refuse to believe him, until they see it themselves. Black-and-white illustrations that resemble old photographs enhance the events of the story. Tarshis incorporates information about the real attacks and fictionalizes it, then follows the story with facts about the attacks and sharks. This is a gripping story that will hold the interest of reluctant readers.-Delia Carruthers, Roxbury Public Library, Succasunna, NJ (c) Copyright 2010. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

### **Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Item Meets Criteria ▾



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

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection ▾

Signed: \_\_\_\_\_

*[Handwritten Signature]*





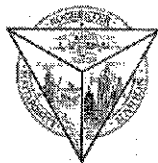
**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	March 24, 2023
Name of Donating Individual/Group:	RMS PTO
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	August 14, 2023
Title and Author of Book:	Courageous creatures (I Survived: True Stories, Book 4) by Tarshis, Lauren
<b>Professional Reviews Available:</b> *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed.</p> <p><b>For Publisher Specific Titles:</b></p> <p><b>Review Status:</b></p> <p><i>School Library Journal (October 1, 2014)</i></p> <p>Gr 2-5-Tarshis retells the stories of five natural disasters, including the sinking of the Titanic in 1912, the Children's Blizzard of 1888, and the Henryville Tornado in 2012, from the third-person perspective of a young person who survived each of the events. The narratives are factual yet still lively and suspenseful enough to hook readers. Students will also devour the author's "files," a brief conclusion to each tale that includes maps, fact boxes, survival tips, and her inspiration for each story. For instance, Tarshis relates how she first learned about Walter Allen nearly freezing to death in a prairie blizzard from reading David Laskin's <i>The Children's Blizzard</i> (HarperCollins, 2004). Black-and-white illustrations and photos are numerous and appealing, such as a child holding baseball-sized hail in Henryville and a woman in a long gown working out in the Titanic's fitness room. Students wishing to read lengthier treatments of the disasters will find suggestions at the book's end. Ideal for a high-interest pick or a read-aloud for older students. -Vicki Reutter, State University of New York at Cortland (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Spring 2015)</i></p> <p>Fans of the I Survived series will be naturally drawn to these real-life stories. Gripping accounts of natural and man-made disasters are illustrated with photographs and newspaper clippings, and each story is supplemented with historical and contextual information. Abundant source notes direct readers to further reading and research, even for the events already well known to most children.</p>

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

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

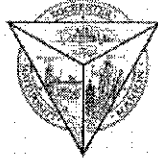
*Sarah Sahr*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	The Night Gardener by Auxier, Jonathan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (April 1, 2014)</i></p> <p>Gr 4-6-Storytelling and the secret desires of the heart wind together in this atmospheric novel that doubles as a ghost tale. Irish immigrants to England, Molly and Kip make their way to the Windsor house in search of employment. The great house stands in the shadow of a menacing tree, which locals speak of only in fearful whispers. Despite her young age and the warnings of a local storyteller, Molly uses the power of her own words to secure work, but soon realizes that all is not right in the house. Constance, Bertrand, Penny, and Alistair Windsor each struggle with personal demons, and strange footprints appear at night. A malevolent spirit, the Night Gardener, haunts the estate, dooming its inhabitants with foul dreams while the tree grants wishes to entrap the recipients. Molly and Kip must face their own dark secrets to release the Gardener's hold and end his evil enchantments. Auxier gives readers a spooky story with depth and dimension. Molly's whimsical tales illustrate life's essential lessons even as they entertain. As the characters face the unhealthy pull of the tree's allurements, they grow and change, revealing unexpected personality traits. Storytelling as a force to cope with life's challenges is subtly expressed and adds complexity to the fast-paced plot. Readers of Mary Downing Hahn or Peg Kehret's ghost novels will connect with the supernatural elements and the independent child protagonists of Auxier's tale of things that go bump in the night.-Caitlin Augusta, Stratford Library Association, CT (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (June 1, 2014 (Vol. 110, No. 19))</i></p> <p>Grades 6-9. Auxier's second novel is part morality play, part ghost story, and all enthralling. Molly and Kip are Irish orphans seeking employment in England after their parents die in a shipwreck. Brave, quick-thinking Molly is solicitous of her younger disabled brother, and she feels guilty because she has managed to hide the truth about their parents' death from him, spinning yarns about their travels and promising they will all be together soon. Molly finds them work as servants in a distinctly creepy, isolated country manor where a huge tree growing into the house is casting a spell over the inhabitants, among other mysterious goings-on. Auxier, like Molly, is a born storyteller, and he weaves a tale that will keep readers glued to the page. The outcomes may be expected, but the journeys are riveting, while the predictability conjures the comfort and satisfaction of a classic fairy tale.</p>



**Old Rochester Regional School District**  
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This book meets the criteria for inclusion in the library collection ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Sami Sam

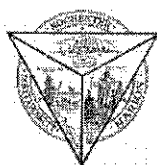


Old Rochester Regional School District  
Massachusetts Superintendency Union #55

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	The Year of Billy Miller by Henkes, Kevin
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: -</p> <p>School Library Journal (July 1, 2013)</p> <p>Gr 1-3-The beginning of a new school year brings anxious moments for Billy Miller; a typical second grader at Georgia O'Keeffe Elementary School in a small Wisconsin town. His new teacher, Ms. Silver, uses chopsticks to hold her hair in place and know-it-all Emma Sparks is unfortunately one of his desk mates. Just as a school year is divided into quarters, the book is divided into four parts-"Teacher," "Father," "Sister," and "Mother"-each offering a new perspective on Billy's personality and development through his interactions with these well-developed characters. He begins the school year with a lump on his head from a family-vacation incident and navigates glitter homework fiascos, canceled sleepover plans, and sibling annoyances as readers see the year unfold through funny and often poignant situations. Billy himself might have been daunted by a book with more than 200 pages, but eager young readers will find this a great first chapter book to share or read solo.-Cheryl Ashton, Amherst Public Library, OH (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p>Booklist (July 2013 (Vol. 109, No. 21))</p> <p>Billy Miller is starting second grade, and though his teacher, Mrs. Silver, tells the class it is the Year of the Rabbit, Billy's father tells him it will be the Year of Billy Miller. Billy isn't sure. He's even more worried when he gets off on the wrong foot his first day, but as the months go on, Billy begins to shine. There are some wonderful moments here: when Billy brings his teacher silver items—coins, a paper clip, a little rabbit—to show her he's a nice boy; when he agonizes over how to tell his father that Papa is a babyish name; and a triumphant ending when poetry and self-confidence intertwine. But the school year also seems rushed, and some intriguing characters, like the annoying Emma, are barely touched. Harkening back to writers of an earlier era, like Eleanor Estes, Henkes never compromises his language. Words like replicated, diligently, and frustrated appear—and that's on just one page. Since this is so age specific, older readers might pass it by. That would be too bad, because this is a story with a lot of heart and sweet insights into growing up. Illustrations unseen. High-Demand Backstory: There's no more versatile producer of children's books working today than Henkes. Libraries, with great justification, are always interested in what he's up to now.</p>

**Criteria for Selection of Library Materials**



**Old Rochester Regional School District**  
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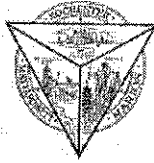
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Reason:

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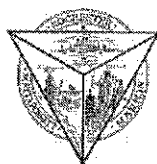
Signed: Sarah Luma



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Out of Left Field by Klages, Ellen
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal</i> (April 1, 2018)</p> <p>Gr 4-7-"Keep asking questions. Never settle for being ordinary." Katy Gordon is anything but ordinary. She's got a special Sunday pitch that will strike out just about anybody, but her local Little League won't let her on the team just because she's a girl. Katy sets out to change their minds; after all, it's 1957 and the world is changing. To back up her legal argument (including a phone call with an ACLU lawyer), she uncovers the history of the All-American Girls Baseball League during WWII, the Bloomer Girls teams of the 1890s, and the young women who played in the Negro Leagues throughout the 1940s and 50s. Spurred on by her intelligent and independent single mother, Katy incorporates all of these forgotten women into a school project. Whenever Katy makes a new discovery, her excitement is contagious. The 1957 setting, a particularly tumultuous year for the U.S., is incorporated seamlessly into the narrative. The narrative, though rich in details, never gets bogged down. This title also includes substantial back matter, such as a list of female ballplayers, an author's note, a glossary of baseball terms, and further recommended reading. Klages gives Katy a strong voice and helps spotlight the history of marginalized women in sports history. VERDICT Featuring powerful female characters, this is historical fiction that doesn't drag for a second. A fine purchase.-Kerri Williams, Sachem Public Library, Holbrook, NY © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (March 15, 2018 (Vol. 114, No. 14))</p> <p>Grades 4-7. It's 1957 and the end of an era for fifth-grader Katy Gordon's beloved San Francisco Seals, who will be replaced next year by the Giants, the first major league team to play in San Francisco. A skilled pitcher, Katy gets scouted for her local Little League team, only to find out she's barred from playing—because she's a girl—which sets her off on a quest to prove to them that girls are perfectly capable of playing baseball. Whether it's researching at the library at UC Berkeley, where her mom is a chemistry professor, or writing letters to women who played on women-only baseball teams in the 1940s, Katy uncovers the truth. Women have always played baseball—as barnstormers, in Bloomer leagues, and in the Negro leagues. A girl struck out Babe Ruth, for Pete's sake! So why have these stories been left out of the history books? In her newest novel, set against the backdrop of the space race, acclaimed historical fiction author Klages returns in fine form. Katy's fury is palpable, and her drive to make things better both for her generation and those to come will inspire. Notable, too, is the care and attention paid to Katy's mother, whose own</p>



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

	experience with discrimination has shaped her worldview and how she raises her daughters. Appended "baseball cards" of 12 notable female baseball players and an author's note provide further context. A grand slam.
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**Criteria for Selection of Library Materials**

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This book meets the criteria for inclusion in the library collection. ▾
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**Massachusetts Superintendency Union #55**

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed:

*Demi Sull*



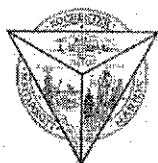
**Old Rochester Regional School District**  
Massachusetts Superintendency Union #55

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Magic in the Mix by Barrows, Annie
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (June 1, 2014)</i></p> <p>Gr 3-6-Time travel is tricky. Barrows, though, proves she knows the way around the paradoxes that can stymie science fiction writers. In this companion to <i>The Magic Half</i> (Bloomsbury, 2009), everything happens for a reason and in the right order. Readers will be happy with the Gill family's return, complete with its unique sets of twins, the magic house, and its time portals in this sequel that has double the adventure and four times the excitement. In the first book, Miri Gill accidentally traveled back to 1935 and rescued Molly from an abusive extended family. Now living as Miri's twin-with history (at least in their time line) rewritten-Molly fears that perhaps she wasn't supposed to have this happy life and should go back in time to stop her parents from meeting. With some present-day remodeling going on, though, their house has new portals opening up unexpectedly. The girls do travel back to find Molly's mother in 1918 and, in a fateful move through a different portal, to the 1860s and the Civil War with their older brothers stumbling back, too, as Union soldiers in Confederate territory. The plot is fast paced and thrilling until the very end. Some pieces of unfinished business-and a time-traveling cat-will have fans hoping this isn't the last trip with the Gill family.-Marie Drucker, Malverne Public Library, NY (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Spring 2015)</i></p> <p>Time-traveling twins Molly and Miri, who discovered each other in <i>The Magic Half</i>, return in this satisfying sequel. This adventure begins in 1918, but an unexpected time slip lands them and their older twin brothers in the midst of the Civil War. Barrows's knack for sibling banter adds warmth and humor to the story. An author's note provides historical context.</p>

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Signed:

*Samuel D. Dyer*



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

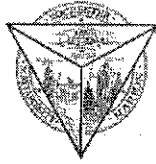
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Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Sports report (Game Face) by Cooper, Brigitte
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p>Booklist (February 15, 2018 (Online))</p> <p>Grades 3-6. With her two older siblings active in school sports, young Maya Esposito was always on the sidelines. Now in eighth grade, she wins the local newspaper's essay contest for junior sports intern and can barely contain her excitement. At the newspaper office, Mac McGovern, the sports editor, gives her an initiation tour and explains her duties. Right away, he asks her to report on the high-school girls' basketball game and send him her notes. She covers it well, but instead of notes, she sends Mac her article. Maya can't believe it when her article appears in the Saturday paper. Knowing Maya wants to be a broadcast announcer, Mac gives the ambitious young girl her chance at a highly anticipated football game. Maya, a strong female protagonist, shows there is a place for women in the male-dominated sports-reporting world. Hand readers Sue Macy's <i>Miss Mary Reporting</i> (2016) for a look at a real-life female sports reporter. One of four new releases in the engaging <i>Game Face</i> series.</p>

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**Old Rochester Regional School District**  
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Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Sami Lall*



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

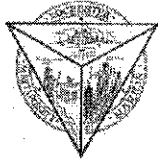
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Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Balancing act (Game Face) by Cooper, Brigitte
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles.</p> <p>Reviews available and posted here</p> <p><i>Booklist (February 15, 2018 (Online))</i></p> <p>Grades 3-6. With her two older siblings active in school sports, young Maya Esposito was always on the sidelines. Now in eighth grade, she wins the local newspaper's essay contest for junior sports intern and can barely contain her excitement. At the newspaper office, Mac McGovern, the sports editor, gives her an initiation tour and explains her duties. Right away, he asks her to report on the high-school girls' basketball game and send him her notes. She covers it well, but instead of notes, she sends Mac her article. Maya can't believe it when her article appears in the Saturday paper. Knowing Maya wants to be a broadcast announcer, Mac gives the ambitious young girl her chance at a highly anticipated football game. Maya, a strong female protagonist, shows there is a place for women in the male-dominated sports-reporting world. Hand readers Sue Macy's <i>Miss Mary Reporting</i> (2016) for a look at a real-life female sports reporter. One of four new releases in the engaging Game Face series.</p> <p><i>Horn Book Guide (Fall 2016)</i></p> <p>Four seventh graders face athletic challenges: Griffin reluctantly steps in as soccer goalie (<i>Between</i>); Javon feels the heat as a relief pitcher (<i>Relief</i>); Torry becomes the go-to player on the basketball court (<i>Pressure</i>); and Marcus questions his value in the 4x400-meter relay (<i>Baton</i>). Each first-person narrative pulls readers through the anxieties and thrills of the game. Silly cartoons feel mismatched with the straightforward stories. [Review covers the following Calico: Game Face titles: <i>Between the Sticks</i>, <i>Chasing the Baton</i>, <i>No Relief</i>, and <i>Pressure Point</i>.]</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Mr. Lemoncello's Great Library Race by Grabenstein, Chris
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles - For Publisher Specific Titles -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (July 1, 2017)</p> <p>Gr 3-6-Eccentric billionaire game maker Luigi Lemoncello is back with all-new games and contraptions. In his ultramodern, high-tech library, Lemoncello unveils his newest creation, the Nonfictionator, which is capable of generating historical holograms, including Abraham Lincoln and Eleanor Roosevelt, who then converse with library patrons. Kyle Keeley, Akimi, and the other young contestants are back in this third installment facing their greatest challenge yet-the Great Library Race. Teams of contestants must travel by bookmobile and Mr. Lemoncello's private jet as they discover clues about historical figures such as Thomas Edison and the Wright brothers. When Kyle's team unearths evidence that suggests that the title character is a fraud who stole the ideas for his blockbuster games, it is up to the young sleuths to learn the truth before Lemoncello's empire and library are ruined. Lemoncello's nemesis game rivals, the Krinkle brothers, along with a slew of other nefarious characters, try to mastermind an evil takeover. Fans will embrace this new entry, which, like the previous books, features lightning-fast pacing and zany plotlines. Educators will be pleased by the emphasis on careful research and fact-checking. VERDICT Chock-full of literary references, this title will have readers racing to pick up the next volume in this popular series.-Michele Shaw, Quail Run Elementary School, San Ramon, CA © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (August 2017 (Vol. 113, No. 22))</p> <p>Grades 4-7. Legendary game maker and library supporter Mr. Lemoncello is back with a new game designed to make research fun: Fact-Finding Frenzy. If Kyle and his friends are first to unravel the clues and puzzles about famous historical figures, they'll win fabulous prizes and the opportunity to travel around North America with Mr. Lemoncello's new holographic exhibit. But while researching their way to a win, Kyle and his teammate discover some "facts" that could put Mr. Lemoncello's reputation, his entire game empire, and the library at risk. As Kyle and his teammate search for information, they learn that not everything they read or hear can be trusted. Grabenstein weaves in themes of finding sources, discerning fact from fiction, and judging the credibility of the Internet in an engaging manner sure to entice readers to partake in their own research quest. With just enough mystery and twists to keep readers guessing, this third series offering is a valuable and useful tool for classrooms and libraries in teaching the importance of doing responsible research. HIGH-DEMAND</p>





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BACKSTORY: Not only will this book see heavy promotion, the publisher is launching a "Race Back to Book One" series campaign that will make keeping Mr. Lemoncello in the library a challenge.

**Criteria for Selection of Library Materials**

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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



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Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

*Sandi L. L...*



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Massachusetts Superintendency Union #55

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Tru & Nelle by Neri, G.
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: - For Publisher Specific Titles: -</p> <p>Reviews available and posted here <i>School Library Journal</i> (October 1, 2015)</p> <p>Gr 4-7-Middle grade readers-even those not yet familiar with the names Truman Capote or Harper Lee-will be delighted with this romp through 1930s Monroeville, AL. Neri has pulled real events from the lives of Tru and Nelle and has woven them into a fictional work that takes readers through the pair's first meeting, their efforts in solving a small-town mystery, and their face-to-face encounter with the Ku Klux Klan. Tru's parents leave him with distant cousins when he is seven years old. It is then that he meets a young Nelle, who lives next door. Both children have difficulty fitting in with their peers and become fast friends. They both have a keen sense of drama and a need to find adventure, even in their sleepy little town. They soon find themselves in one predicament after another, caught up in a local mystery that lands them in some real trouble. This story is heartwarming, funny, and beautifully crafted; readers will be sucked in from the very first chapter. VERDICT A charming addition to fiction collections, especially where readers enjoy historical fiction with a large dose of mystery, adventure, and heart.-Elizabeth Kahn, Patrick F. Taylor Science &amp; Technology Academy, Jefferson, LA © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (January 1, 2016 (Vol. 112, No. 9))</p> <p>Grades 4-6. In a bold but rewarding gambit, Neri imagines the childhood friendship of Harper Lee and Truman Capote, sprinkling in bits of <i>To Kill a Mockingbird</i> and foreshadowing such adult events as their collaborative work on <i>In Cold Blood</i>—yet still making it entirely Neri's own. Tru meets Nelle when he is seven and she is six (even though they're bright eccentrics, they never seem that young). The little fabulist has come to Monroeville, Alabama, essentially left by estranged parents to live with distant relatives. Tomboy Nelle, a lawyer's daughter, first doesn't know what to make of the wispy boy in white linen suits, but soon they are bonded by their love of words and adventure. Their fascination with Sherlock Holmes propels them to solve their own mystery, bringing them more than they bargained for, including a run-in with the Ku Klux Klan. Though the mystery is good, it's the children's symbiotic relationship that holds center stage. Neri doesn't shy away from their attributes: Nelle can be a bully, and Tru is seen as a "sissy." But their ability to play to each other's strengths compensates for any real or perceived weaknesses as they rope others into their fantastic plans. As Neri puts it, "They made for a perfect pair of misfits. . . . And that was</p>



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okay." Readers will find it more than okay.

**Criteria for Selection of Library Materials**

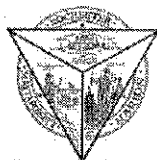
The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

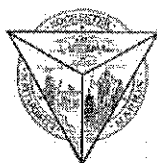


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Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*David L. Smith*



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Massachusetts Superintendency Union #55

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Word After Word After Word by MacLachlan, Patricia
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: - For Publisher Specific Titles: -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (July 1, 2010)</p> <p>Gr 2-5-When a writer spends six weeks in a fourth-grade classroom, Lucy begins to understand the power of the written word. Colorful Ms. Mirabel introduces the students to the idea that writing can change their lives and inspires them to find their own stories and to write them. Lucy doesn't believe her life is interesting enough to write about, but Ms. Mirabel insists that everyone has an important tale to tell. She begins by reading passages from famous pieces of literature that eloquently describe places, characters, and moments in time. After school, Lucy and her friends Evie, Henry, and Russell discuss the tumultuous events that have shaped their own lives, including Lucy's mother's cancer, Evie's parents' divorce, and the death of Henry's dog. MacLachlan creates marvelous characters, children who can empathize with and support one another and who produce amazing poetry that captures their sadness and courage. The result is a tale that draws readers into a dichotomous world that is serious and lighthearted, sad and happy, real and unreal. Children will enjoy the lively characters and warm friendships depicted in this early chapter book, and it will make a memorable read-aloud to help teach the important story elements that will encourage young readers and writers to explore the world of words as they find their own voices.-Carole Phillips, Greenacres Elementary School, Scarsdale, NY Copyright 2010 Reed Business Information.</p> <p><i>Booklist</i> starred (March 15, 2010 (Vol. 106, No. 14))</p> <p>Grades 2-5. Ms. Mirabel, a visiting poet, works with a fourth-grade class over several weeks as they first discuss why people write poetry and then attempt to express themselves in verse. "I, myself, write to change my life, to make it come out the way I want it to," states Ms. Mirabel and thus, she becomes a catalyst for the students' growing awareness in writing and gives them a means to cope with changes in their lives. Narrator Lucy, whose mother is recovering from cancer treatments, often meets her friends to talk about their hopes, their fears, their families, and their charismatic poetry mentor. Children reading the book may long for such friends, who talk so openly about serious matters, support each other in direct and indirect ways, and find plenty to laugh about, too. As the story draws to a close, even the adults in their lives are drawn into the magical power of words. Showing great respect for both her readers and her craft, Newbery Award winner MacLachlan makes every word count in Lucy's smooth-flowing, economical narrative. Though a number of characters cry along the way, the story is anything but sad, and even poignant is too soppy an adjective for the</p>



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swift, subtle depiction of characters' realizations, revelations, and connections. A memorable chapter book.

**Criteria for Selection of Library Materials**

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	Select a Response
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



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

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: *Samuel Smith*





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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Home on the Range by Nolan, Lucy
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: -</p> <p><i>School Library Journal (May 1, 2010)</i></p> <p>Gr 2-3-Down Girl and Sit, two dogs, visit a dude ranch with their owners. Since the story is narrated by Down Girl, readers learn little about what the humans do on their vacation, but they will happily follow as the city pups meet Git Along, the ranch dog, and go on a series of adventures. They meet barking squirrels (prairie dogs), ugly dogs (coyotes), and get lost in the desert. They enjoy running free with no fences, but then realize that this could be a problem. This small-format chapter book has black-and-white drawings on most pages. It has a lot text but plenty of child appeal. It will charm youngsters who are ready for books with real plots and long sentences. It is the perfect next step for readers who have outgrown easy-to-reads.-Susan Lissim, Dwight School, New York City Copyright 2010 Reed Business Information.</p> <p><i>Horn Book Guide (Fall 2010)</i></p> <p>Dogs Down Girl and Sit learn what happens when they leave fences behind while vacationing with their owners. At a dude ranch they meet Git Along, who explains about the ranch's varmints, including prairie dogs and "ugly dogs" (coyotes). As in the pups' other adventures, this one features lots of silly jokes, some light adventure, and loads of fun.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria



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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. -

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. -

Signed: *James L. Soltis*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Felix Takes the Stage by Lasky, Kathryn
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: -</p> <p>Booklist (May 1, 2010 (Vol. 106, No. 17))</p> <p><i>Grades 2-4. The first volume in the Deadlies series introduces young Felix and his family of recluse spiders. A lover of the arts whose recklessness brings about the loss of a leg (later regenerated) and the collapse of a beloved conductor, Felix lives with his mother and two sisters beneath the stage of the philharmonic hall in Los Angeles, where they are protected by a theater cat known as Fatty. Soon fleeing the exterminator, they move into a nearby shop before taking a cross-country bus to their new home, the Boston Public Library. The fact that recluse spiders are venomous (as the series title suggests) lends an edge to the story of this little arachnid family. Although the final art was not seen, Gilpin's many drawings have plenty of energy, action, and easy-to-read emotional content. This nicely designed chapter book features appealing characters facing dangers with courage but searching for something more in their lives than either swashbuckling adventure or cozy domesticity.</i></p> <p>Horn Book Guide (Fall 2010)</p> <p><i>When artistic Felix, a misunderstood--and, unfortunately, poisonous--brown recluse spider, is accidentally spotted, he and his family must flee their Symphony Hall home. They eventually settle at the Boston Public Library, where the family members can finally reveal themselves for what they are. Skillful storytelling and humorous black-and-white illustrations enhance this tale of an outsider's longing for self-fulfilment and quest for acceptance.</i></p>

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

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Sarah L. Lohr*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	The Ethan I Was Before by Standish, Ali
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: ▾ For Publisher Specific Titles: ▾</p> <p>Reviews available and posted here ▾ <i>School Library Journal</i> (February 1, 2017) <i>Gr 4-6-Ethan and his family relocate from Boston to Palm Knot, GA, ostensibly to help Ethan's grandfather as he gets older. Yet it quickly becomes clear that the real reason is Ethan; he has experienced a tragic incident involving his best friend Kasey, and his parents think a new place will bring a new start. On top of Ethan's guilt from the accident, he must make new friends at school, deal with his brother Roddie's dissatisfaction with their new home, and witness the arguments between his mother and grandfather, who don't get along for mysterious reasons. This title is packed with conflict and familial and personal strife. Debut author Standish skillfully weaves the events and characters into the fabric of a story that is emotionally charged and well-developed. Ethan is a sensitive and lost soul, grappling with the emotions of a typical adolescent boy and the turmoil of a traumatic event. His new friend Coralee is exciting and enticing and the kind of friend any young person might wish for or strive to be. Ethan's grandfather is also an amusing and fascinating character, wise and sympathetic to the struggling Ethan. As the mysteries unfold-What was the accident, and how did Kasey get hurt? Who is the mystery woman in the creepy house down the lane? Why don't Grandpa and Ethan's mother get along?-there is never a dull moment, and the rapid pace keeps readers engaged. VERDICT Ambitious but never convoluted, this novel is a fine addition to middle grade collections, especially those seeking nuanced realistic fiction.-Kaitlin Malixi, Bucks County Free Library, Doylestown, PA © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</i></p> <p><i>Booklist</i> (December 1, 2016 (Vol. 113, No. 7)) <i>Grades 4-6. In this moving debut, a boy tries to recover from profound loss. Ethan Truitt and his family uproot their lives in Boston, after a tragic accident involving Ethan's best friend, Kacey, and move to Palm Knot, Georgia, to live with estranged Grandpa Ike. Ethan is ambiguous about the traumatic details, but it is clear that he suffers intense guilt. There Ethan is befriended by Coralee Jessup, an outgoing powerhouse of a girl who reminds him of Kacey. While Ethan struggles with uncomfortable home dynamics, he and Coralee find themselves in the middle of a mystery involving an abandoned house and a box of stolen jewelry. Secrets—and the damaging keeping of them—is pivotal to the story. As a hurricane bears down on the town, Ethan finds himself at the center of several painful revelations. Ethan's heartbreak is so evocatively conveyed that it overshadows the equally sorrowful elements of Coralee's own story. Yet</i></p>



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*despite the traumas, this is an uplifting book that explores the way grief evolves through the power of remembrance.*

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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾



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

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▼

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▼

Signed:

*Sarah Sallie*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Ida B-- : and her plans to maximize fun, avoid disaster, and (possibly) save the world by Hannigan, Katherine
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: - For Publisher Specific Titles: -</p> <p>Reviews available and posted here: <i>School Library Journal</i> (August 1, 2004)</p> <p>Gr 4-6-As an only child, Ida B has had plenty of time to indulge her creative bent. She makes miniature rafts, to which she attaches notes with questions such as, "What is life like in Canada?" Acres of apple trees are her friends, and she enjoys long conversations with Beulah, Pastel, Henry VIII, and other trees. She lives life to the fullest, firmly believing there is never enough time for fun. When her mother develops cancer, her parents sell part of the orchard and send Ida B to public school rather than homeschooling her. The changes leave her feeling fiercely angry and betrayed. With the help of a wise and caring fourth-grade teacher and the enduring love of Mama and Daddy, the girl slowly begins to heal. Ida B is a true character in every sense of the word. Through a masterful use of voice, Hannigan's first-person narration captures an unforgettable heroine with intelligence, spirit, and a unique imagination. The rural but otherwise undefined setting works well in taking a backseat to the characterization. With just the right amount of tension in the plot, a spot-on grasp of human emotions, and Ida B's delightful turns of phrase, this book begs to be read aloud. Regardless of how tight the budget, don't pass it up.-Faith Brautigam, Gail Borden Public Library, Elgin, IL Copyright 2004 Reed Business Information.</p> <p>Booklist starred (August 2004 (Vol. 100, No. 22))</p> <p>Gr. 4-6. Ida B is happy with her life. She talks to the trees in her family's orchard, enjoys being homeschooled, and is trying to be a good steward of the earth. But after her mother gets cancer, part of their land must be sold, and Ida B is forced to start public school, something her parents promised she wouldn't have to do after a bad kindergarten experience. Once her world changes, Ida B changes, too; her sunny disposition turns steely gray. As Ida puts it, she hardens her heart, and the very resilience of her anger is something to behold. First-time novelist Hannigan avoids many of the pitfalls of new writers, bypassing obvious plotting; Ida's mother's cancer, for instance, is a reference point, not a story line. What this really concerns is the fury children can experience, the tenacity with which they can hold on to their anger, and their inability to back away once the emotion no longer serves them. Hannigan gets it down brilliantly. Sometimes Ida's fourth-grade, first-person voice sounds like Junie B. Jones with a linguistic bent gone wild, but it's definitely unique, and Ida's ability to articulate her feelings will warm children, who will understand just what she's talking about.</p>





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

**Criteria for Selection of Library Materials**

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	Select a Response
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6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



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

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

A handwritten signature in cursive script, appearing to read "Linda Lee", written over a horizontal line.



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

## **Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Prairie Evers by Airgood, Ellen
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: - For Publisher Specific Titles: -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (September 1, 2012)</p> <p>Gr 3-6-After moving with her parents and grandmother from the mountains of North Carolina to upstate New York, 10-year-old Prairie Evers is adjusting to life on the farm her mother inherited. When her grandmother decides to move back home, Prairie is heartbroken. Not only has Grammy been her teacher all her young life, but she is also her best friend. Things get even worse when her mother takes a job and Prairie must go to school for the first time in her life. She dislikes being in a classroom from the very beginning. She doesn't like the bus, the noise, and the chaos of being surrounded by so many other children. Prairie would much rather be spending her days with the chickens she is raising on the farm. Then she meets Ivy Blake, her first true friend. When she learns that Ivy has been harboring a dark secret and has a terrible home life, Prairie is determined to help. The Evers invite the quiet girl into their home, and Prairie discovers that sharing her family isn't as easy as she thought it would be. With Prairie, Airgood has created a bright, spunky, independent thinker who traverses the ups and downs of friendship with optimism and loyalty. The text is smart, with plenty of challenging vocabulary and accurate information about types of chickens and the procedures involved in raising them. This is a great book to recommend to readers who like a lively heroine and an intelligent, refreshing, and unpretentious plot.-D. Maria LaRocco, Cuyahoga Public Library, OH (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (August 2012 (Vol. 108, No. 22))</p> <p>Grades 4-7. Prairie has to say good-bye to her beloved grandmother, who is moving back home to North Carolina. Worse, she has to give up her freedom as a homeschooler at age 10 to enter her first classroom in her family's new hometown. Fortunately, Prairie's parents are understanding and supportive, and her father helps with the new chickens Prairie has become invested in raising since her grandmother left. And the grandmother, too, proves more than a capable, sympathetic ear, answering the girl's letters promptly and helpfully asking Prairie to consider various solutions rather than suggesting a singular answer to any of her problems. The biggest issue of all, as it turns out, isn't as prosaic as raising chickens or getting accustomed to school: Prairie makes fast friends with a classmate, Ivy, and eventually discovers how dysfunctional Ivy's home is. Issues of individuality, peer pressure, family support, and considering the feelings of others are all cogently addressed here. Those who miss Eva</p>



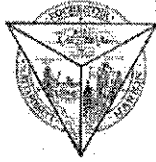
**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Ibbotson will find comfort in Airgood's world.

**Criteria for Selection of Library Materials**

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

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

*Sam L. Luff*



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

## **Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	Team Players by Lupica, Mike
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (April 1, 2018)</i></p> <p>Gr 5-8-It's the summer after middle school and Cassie Bennett is gearing up for the all-star softball season. Cassie is a strong all-around athlete, having made waves as a standout on the boys' basketball team. Now she's looking forward to leading her Walton Red Sox through another undefeated season and competing for a chance to play for a regional championship in Fenway Park. The biggest challenge comes from the rupture of her friend group with the arrival of a new player, Sarah Milligan, who has Asperger's Syndrome. While several of the girls reject Sarah because her disability makes them uncomfortable, Cassie takes her on as someone to "fix." Alongside the softball story is a complementary one about Cassie's friends, Jack, Teddy, and Gus, and the plight of their baseball team after the removal of their overbearing coach and the related tension with his high-strung son, Sam. Through an eventful summer both on and off the field, Cassie and the others learn much about themselves and what kind of commitment it takes to maintain both a friendship and a team, while Cassie gets an insightful lesson from Sarah's mom about the difference between sympathy and empathy. Lupica describes game play with appropriate detail that should please fans but avoids letting the social plot get lost in the weeds. Periodic explorations into the psychology of pitching will be intriguing even to readers not interested in the game. VERDICT A compelling read with important lessons, Lupica's latest is highly recommended for libraries serving middle graders.-Bob Hassett, Luther Jackson Middle School, Falls Church, VA © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

### **Criteria for Selection of Library Materials**

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**Massachusetts Superintendency Union #55**

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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Sami Saleh

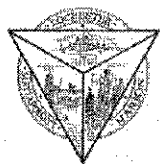


**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	The Nine Lives of Jacob Tibbs
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (January 1, 2016)</i></p> <p>Gr 4-6-Though cat-o'-sea Master Jacob Tibbs's mother famously possesses a preternatural gift for predicting bad weather, Jacob is the runt of the litter, with four white paws to boot: a traditional sign of poor rat-catching abilities. When avaricious baddie and shipmate Archer decides to make sure Jacob and his mother are shut out of their voyage, he sets a chain of events in motion that shake the foundations of Jacob's world. Busby deftly blends nautical verisimilitude and 19th-century historical detail with an engaging young feline narrator, creating a coming-of-age adventure story with much to offer a range of readers. The relationship between Jacob and his mother packs genuine emotional punch, and the story brims with swashbuckling maritime adventures. The resolution might not bear close examination, but readers will be too invested in the characters to be too terribly concerned. A discussion of the profit-driven sailing industry even allows for a brief exploration of the English slave trade. Emotional resonance and chockablock seafaring adventures combined with coming-of-age themes takes this over the top. VERDICT An outstanding choice for fans of middle grade nautical adventure and animal narrator novels, especially cat fans, with appeal beyond genre readers. Highly recommended.-Ted McCoy, Springfield City Library, MA © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (December 15, 2015 (Vol. 112, No. 8))</i></p> <p>Grades 4-8. From his cat's-eye perspective, Jacob tells of treacherous sea voyages faced by sailing ships in the early 1800s. Jacob, the runt of Mrs. Tibbs' litter, is lucky because his small size keeps Captain Natick from selling him, as he does the other five kittens. Alongside his mother, Captain Natick, and the crew of the <i>Melissa Rae</i>, Jacob sets out on his first high-seas adventure. Thrills give way to fear and sadness when a fierce storm strikes, killing Mrs. Tibbs and severely injuring the captain. As the captain's health deteriorates, first-mate Archer instigates a mutiny and throws his detractors into a longboat along with the near-dead captain and Jacob. They drift for more than a week until Jacob spots an island, where the sailors gratefully recuperate for several days. But will they return safely to Liverpool? And, if so, what fate awaits them there? As the book progresses, Jacob grows from a small, frightened kitten to a strong, mighty hunter (and excellent weather predictor, like his mother). With engrossing action and great character development, Busby has created a story that will enthrall</p>





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

	fans of animal fantasy. Kelley's full-page drawings add to this well-crafted tale, which many readers may come to treasure.
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**Criteria for Selection of Library Materials**

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This book meets the criteria for inclusion in the library collection. ▾
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Reason:



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

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Laura L. L...*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Game Changers by Lupica, Mike
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: -</p> <p><i>School Library Journal (January 1, 2013)</i></p> <p>Gr 4-7-Ben McBain, 11, knows that he has what it takes to be a great quarterback, although he can't convince his coaches to see beyond his small stature. So he's not surprised when Coach O'Brien tells the team that his own son, Shawn, will get the position. Outwardly, Shawn has it all-the size, the arm, the speed. But he doesn't have a deep love for the game, and, when plays don't go perfectly, he spirals out of control. Determined to make the season the best it can be regardless of the position he plays, Ben tries to befriend the temperamental boy. Shawn slowly opens up about the pressure he feels from being coached by his father, a retired NFL player, and how he can't relax and enjoy the moment. When the team loses the first two games of the season and Coach O'Brien puts Ben in as quarterback halfway through the third game, the Rams go on to win. This is the start of a turnaround for the team, and further wins put the championship back in their sights. But as their team does better, Shawn retreats into sullenness and wants nothing to do with Ben. While the ending of this engaging story is predictable, Lupica has a great ear for dialogue, and even the minor characters are fully developed. The tone is inspiring without crossing into didacticism, and there is plenty of football action throughout.-Kim Dare, Fairfax County Public Schools, VA (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (September 1, 2012 (Online))</i></p> <p>Grades 5-7. Though barely big enough to qualify for the Pop Warner League, 11-year-old Ben McBain knows he is a better quarterback than the coach's son, Shawn. Still, he'll willingly play any position because he loves football. At his mother's suggestion, he tries to befriend the arrogant, mistake-prone Shawn. Then the team loses their first two games. Down 20-0 at halftime in the third effort, the coach inserts Ben at quarterback, and the team begins to click and win. The amazing turnaround is predictable, but game descriptions create tension, as do the evolving personal relationships. Although idealized, primary figures are fully believable with distinct personalities. Even the female characters display intelligence and insight, a rarity in male sports fiction. A first-rate, inspiring football story, this will leave fans with an understanding that not all teamwork occurs on the gridiron.</p>



**Old Rochester Regional School District**  
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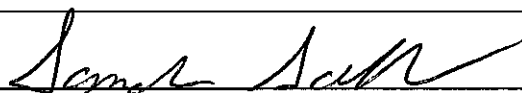
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

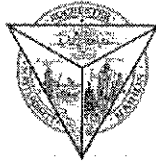




**Old Rochester Regional School District**  
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**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Kelsey Green, Reading Queen by Mills, Claudia
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (August 1, 2013)</i></p> <p>Gr 2-4-Third-grader Kelsey Green reads constantly-even during math class. When the principal calls for a reading contest, Kelsey's obsession with books increases and her competitive spirit kicks in-but not in positive ways. First, she becomes suspicious that another student is lying about how many books he's read because she can't bear to think about coming in second. Next, she takes on tutoring a student struggling with his reading skills. Her motivation is to push him to read in order to further their class goal: to read the most books and be the winners of the pizza party. After some missteps and struggles, however, Kelsey comes to realize that she loves reading for reading's sake-not just to win a contest. She further realizes that if she can help someone improve his skills, that is reward enough. This is the first of a promising series. As she did in <i>Fractions = Trouble!</i> (2011), <i>7 x 9 = Trouble</i> (2002, both Farrar), and other titles, Mills incorporates realistic school situations with everyday challenges with which kids can identify. Kelsey's reading list makes a great bibliography and a way to engage readers. Occasional full-page drawings enhance the story. Sure to be enjoyed by fans of Clementine, Ivy and Bean, and Judy Moody.-Tina Martin, Arlington Heights Memorial Library, IL (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (July 2013 (Online))</i></p> <p>Grades 2-4. Kelsey, an avid reader, is the focus of this Franklin School Friends series opener. When her principal announces a contest that rewards the best-read class as well as the top reader in each classroom, she vows to win one of the honors. What makes her endearing is not only her drive but how it pushes her to reach out to one of her class's most indifferent readers. Even her rivalry with Simon, another bookworm, has a warm resolution when they bond over their admiration for <i>The Secret Garden</i>. Along the way, readers will meet a bevy of secondary characters they'll learn more about in future volumes, including math-whiz Annika and athletic Izzy. Their adventures are believable (they spy rather inexpertly on Simon and are caught by a neighbor), and they are presided over by relatable grown-ups, like Principal Boone, who promises to shave off his beloved beard if the school reaches its goal. Shepperson's thoughtful, well-drafted drawings help delineate each character through facial expressions and gestures while also building a recognizable school environment. Lovely.</p>



**Old Rochester Regional School District**  
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Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Sam Saff



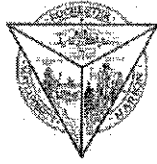
**Old Rochester Regional School District**  
Massachusetts Superintendency Union #55

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Annika Riz, Math Whiz by Mills, Claudia
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: -</p> <p><i>School Library Journal (April 1, 2014)</i></p> <p>Gr 2-4-Third-grader Annika Riz loves math as much as her friends Izzy Barr and Kelsey Green dislike it. While she is attentive during math, her friends are easily distracted, so she whispers answers to help them avoid agitating their stern teacher. During the week of the school carnival, it seems like there is nothing else that any of the other students can think about, but Annika is secretly focused on winning the public library's citywide sudoku contest. She believes that if she can beat all of the city's third-graders, her friends will see that math is cool after all. After some disappointments along the way, Annika's love of the subject helps her save her class's carnival booth and convinces her that her attempts to help her friends may have done more harm than good. As in <i>Kelsey Green, Reading Queen</i> (Farrar, 2013), Mills has developed characters who are realistically flawed and friendships that are supportive throughout. She does an excellent job of demonstrating why Annika's cheating is problematic without any heavy-handed moralizing. The occasional illustrations are perfectly paced and a nice supplement to the text.-Amanda Augsburger, Moline Public Library, IL (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (May 15, 2014 (Online))</i></p> <p>Grades 2-4. Annika loves math, and in this delightful second outing of the <i>Franklin School Friends</i>, she tries to get her friends to see why it is so darn interesting. The practical application of math runs through the story as the girls prepare for the school carnival. Without the proper use of measurements, the cookies will be ruined, and calculating costs is equally important when setting the price of lemonade. However, it's a sudoku contest and Annika's drive to win that are the main focus, and even if her friends don't appreciate numbers as much as Annika, they steadfastly cheer her on. Readers directed here from <i>Kelsey Green, Reading Queen</i> (2013) will continue to anticipate further outings.</p>

### Criteria for Selection of Library Materials

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



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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection ▾

Signed: 





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

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Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Two-Minute Drill (Comeback Kids) by Lupica, Mike
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (October 1, 2007)</i></p> <p>Gr 4-6-In these additions to the series, Lupica features kids who struggle with adversity to reach their full potential both on the athletic field and in life. In <i>Hot Hand</i>, 10-year-old Billy Raynor must deal with his parents' recent separation, a situation complicated by the fact that his hard-driving, sometimes neglectful father is also his basketball coach. The protagonist of <i>Two-Minute Drill</i> is Scott Parry, the perennial new kid who tries out for the local sixth-grade-level football team in attempt to fit in with his classmates. His frustrations as the worst player on the team take a turn when the star player, Chris Conlan, comes to him with a secret: if he can't pass a state reading test, he'll be moved to special-education classes and taken off the team. Both novels strike a good balance between sports action and more interior explorations of social issues facing today's children. The characters are sometimes a bit shallow but are always sympathetic, particularly talentless but tough Scott, and the adults have complexity and depth, which can be rare in genre novels. The strongest point in both books is the quality of the sports play-by-play; Lupica portrays the action clearly and vividly, with a real sense of the excitement and unpredictable nature of the games. These are worthy additions to collections seeking to draw in middle-grade boys with an enthusiasm for athletics.-Meredith Robbins, Jacqueline Kennedy Onassis High School, New York City Copyright 2007 Reed Business Information.</p> <p><i>Horn Book Guide (Spring 2008)</i></p> <p>In <i>Hand</i>, ten-year-old Billy struggles with his parents' separation, a situation complicated by his dad also being his basketball coach. In <i>Drill</i>, sixth-graders Scott "the brain" and Chris "the quarterback" work to make each other "better at football and...better at school." Lupica's underdogs courageously face life's challenges--bullies, divorce, dyslexia--with each book culminating in a dramatic game-winning victory. [Review covers these Comeback Kids titles: <i>Hot Hand</i> and <i>Two-Minute Drill</i>.</p>

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6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Samuel S. Allen



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

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Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Tales for Very Picky Eaters by Schneider, Josh
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (June 1, 2011)</i></p> <p>Gr 1-3-James is a very picky eater, but after hearing his father's alternatives, he reconsiders. Dad's choices are outrageous and will have children laughing and turning the pages. In the first of five, "The Tale of the Disgusting Broccoli," it's either eat the broccoli or eat dirt "walked on by the most skilled chefs"; "fine gum, carefully chewed"; or a "very sweaty sock." In another tale, James eats mushroom lasagna that "smells funny" because he doesn't want the troll that lives in the basement to lose his job as cook. The sophisticated yet silly humor will appeal to new readers wanting something a little different. The comical illustrations are done in watercolor, ink, and colored pencil and are surrounded by plenty of white space. A perfect segue into chapter books, this easy reader is sure to be a crowd pleaser.-Lora Van Marel, Orland Park Public Library, IL (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (May 15, 2011 (Vol. 107, No. 18))</i></p> <p>Grades K-3. In stories spotlighting disgusting broccoli, smelly lasagna, repulsive milk, lumpy oatmeal, and slimy eggs, this hilarious chapter book details mealtime standoffs between a young boy, James, and his dad. The mixed-media cartoon illustrations extend the humor and drama in scenes of James, who is furious as Dad offers wry alternatives to the food James refuses: We have this very sweaty sock, soaked in sweat sweated by the world's fastest and tastiest runner. As the stories progress, Dad's fantasies get wilder: a troll, who lives in the basement and wears a Kiss the Cook apron, has whipped up the mushroom lasagna; the carton of eggs in the refrigerator are actually dinosaur eggs. In the climax, Dad's stories finally convince James to eat, and in the closing scene, he smiles at his empty plate. Eager and picky eaters alike will enjoy the wordplay and outrageous situations, which create humor from a familiar source of family tension.</p>

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This book meets the criteria for inclusion in the library collection ▾

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Signed: \_\_\_\_\_



**Old Rochester Regional School District**  
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**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Captain Awesome and the Ultimate Spelling Bee by Kitby, Stan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles:</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (June 1, 2012)</i> <i>Gr 1-3-Eight-year-old Eugene's family has just moved, and he can't imagine anything worse than being the new kid in school. Fortunately for his new town, he moonlights as Captain Awesome, ready to protect Sunnyview from bad guys, homework, and his baby sister (Queen Stinkypants). School turns out to be better than expected, thanks to a superhero-loving new friend, a class pet, and a not-half-bad teacher. The real fun begins when the classroom hamster goes missing, and Captain Awesome comes to the rescue. Rambunctious antics and lively cartoon illustrations abound. The art is as vivacious and entertaining as the protagonist himself. Readers who are new to chapter books will love meeting Eugene and will look forward to more of his adventures.-Amanda Moss Struckmeyer, Middleton Public Library, WI (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</i></p> <p><i>Horn Book Guide (Fall 2013)</i> Eugene McGillicuddy works hard to tie for first place on the spelling test. His success leads to a confrontation with arch-enemy Meredith during a spelling bee, and Eugene must summon his alter ego, Captain Awesome. The story is slight, but a mystery superhero introduced at the end will pique readers' interest. Cartoon black-and-white illustrations appear with cruder drawings attributed to Eugene.</p>

**Criteria for Selection of Library Materials**

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	Select a Response
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**Old Rochester Regional School District**  
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Sam Saffman



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

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Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Captain Awesome for President by Kirby, Stan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles: -</p> <p>Reviews available and posted here -  <i>School Library Journal</i> (June 1, 2012)  <i>Gr 1-3-Eight-year-old Eugene's family has just moved, and he can't imagine anything worse than being the new kid in school. Fortunately for his new town, he moonlights as Captain Awesome, ready to protect Sunnyview from bad guys, homework, and his baby sister (Queen Stinkypants). School turns out to be better than expected, thanks to a superhero-loving new friend, a class pet, and a not-half-bad teacher. The real fun begins when the classroom hamster goes missing, and Captain Awesome comes to the rescue. Rambunctious antics and lively cartoon illustrations abound. The art is as vivacious and entertaining as the protagonist himself. Readers who are new to chapter books will love meeting Eugene and will look forward to more of his adventures.-Amanda Moss Struckmeyer, Middleton Public Library, WI (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</i></p> <p><i>Booklist</i> (April 1, 2012 (Vol. 108, No. 15))          Grades K-3. In this series starter, eight-year-old Eugene McGillicuddy, aka self-proclaimed Captain Awesome, is new to town, and he is determined to keep everyone safe from Baron Von Booger and Dr. Spinach and to protect his secret lair from nemesis Queen Stinkypants from Planet Baby (i.e., his toddler sister). But school is off to a rocky start—teacher Ms. Beasley is potentially a mind reader (how does she know his name?), and he is targeted by mean girl Meredith. On the upside, he meets a possible new sidekick named Turbo, the class hamster, and Charlie, a fellow superhero fan. But when Turbo vanishes, it's up to Captain Awesome—and Charlie—to find him. The peppy narrative has a comic book–like melodramatic, hyperbolic flair, which conveys both Eugene's reality (including fitting in and finding friends) and his humorous view of the world. Large, wide-spaced text, short chapters, and interspersed simple black-and-white cartoonish drawings are new-reader friendly, though occasional invented words add zing but can be unwieldy (gigantist, enormondoist). Overall, this is a fun, accessible read for comics buffs and aspiring superheroes of the everyday kind.</p>



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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: *Lenora Soff*

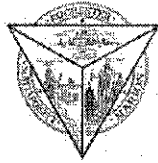




**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	The half-court hero (Zach & Zoe Mysteries, Book 1) by Lupica, Mike & The missing baseball (Zach & Zoe Mysteries, Book 2) by Lupica, Mike
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: -</p> <p><i>School Library Journal (April 1, 2018)</i></p> <p>Gr 1-4-Zach and Zoe are twins with a passion for sports of all kinds. In the first entry of this new series, The Missing Baseball, Zach brings his most special autographed baseball to school for sharing with his classmates. It goes missing, and Zoe is on the case. In between gathering clues, the twins play soccer, basketball, and baseball. The mystery comes to a gentle ending and a climatic baseball game is won by Zoe with good sportsmanship shown by her loyal brother. In the second title, The Half-Court Hero, the twins are in a weekend basketball tournament. The court where they are to play is in pretty rough shape: broken benches, no nets, and it's in need of repainting. A mysterious benefactor begins nightly repairs on the court, and Zoe and Zach gather clues to solve the mystery of the do-gooder. All is neatly wrapped up at the end of this short chapter book. Zach and Zoe are likable and kind to each other, and their parents are supportive. Lupica knows how to write sports action with a heart, but his skill as a mystery writer for the chapter book crowd is not as refined. The clues are a bit too obvious and the resolution to the puzzles is not terribly engaging. Kids will appreciate that the sports action doesn't focus on just one sport per title, but the mystery elements won't keep many readers puzzling-they will have figured it out long before the twins do. VERDICT Give these to young readers who are looking for easy sports fiction or who are new to the mystery genre. An additional selection.-John Scott, Friends School of Baltimore © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (April 1, 2018 (Vol. 114, No. 15))</i></p> <p>Grades 2-4. Eight-year-old twins Zach and Zoe both love sports, so they're looking forward to Spirit Week, when third-graders compete in races, contests, and a baseball game. For a special show-and-tell session, the students present things that are important to them. Zach brings in the treasured baseball that he caught after his favorite player hit it over the Green Monster at Fenway Park. When the ball goes missing, Zoe turns detective, observing and investigating with Zach's help until the case is solved. This volume leads off the Zach &amp; Zoe Mysteries series, aimed at readers who are moving up to chapter books. A New</p>



**Old Rochester Regional School District**  
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	<p>York Daily News columnist as well as the author of sports fiction for adults, young adults, and middle-grade kids, Lupica writes with clarity and keeps the story moving at a good pace. Occasional grayscale illustrations add visual appeal. While many of the characters and their relationships seem idealized, young readers who enjoy sports and mysteries may find this series a good choice. The second volume, <i>The Half-Court Hero</i>, will be published simultaneously.</p>
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	Select a Response
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**Old Rochester Regional School District**  
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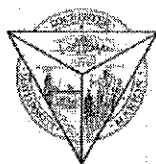
This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

Sam Sam



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Mouse Scouts by Dillard, Sarah
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (November 1, 2015)</i></p> <p>Gr 1-4-An illustrated chapter book series comprised of the winsome tales of Tigerlily and Violet, two newly minted Acorn Scouts. The pair of friends are joined by their fellow mice in adventures. Each title follows the protagonists as they attempt to earn a badge, guided by their scout leader, Miss Poppy. In the first installment, the girls work diligently at growing a garden, all the while fending off pesky weevils and squirrels. In the second story, the troop decides to earn the Make a Difference badge by cleaning up the local park. But during their clean up attempt, they must rescue a cat-a natural mouse predator-from a tree using a basket and pulley system. Peppered with black-and-white pencil drawings, excerpts from the Mouse Scout Handbook, and a copy of the Mouse Scout Song, this series is sure to appeal to any new or old scouts. Additionally, the books contain an illustrated listing of badges, hinting at future titles in which the girls attempt to earn Fun and Foraging or Friendship badges. The two main characters, Tigerlily and Violet, are polar opposites, with Tigerlily being a bit of a wild child and Violet more reserved, reminiscent of Ivy and Bean. Full of feel-good messages and morality lessons, these books are a creative and fun way to interest young readers in teamwork and environmental stewardship.</p> <p>VERDICT At times the comedy and vocabulary may be tricky for newly emergent readers, but these titles would do well in libraries with fans of Judy Moody, Junie B. Jones, and the Nancy Drew Clue Crew.-Kaitlin Malixi, Virginia Beach Public Library, VA © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (December 15, 2015 (Vol. 112, No. 8))</i></p> <p>Grades 2-4. The author-illustrator of Perfectly Arugula (2009) and the Extraordinary Warren graphic novels enters chapter-book territory with this cheerful series starter. Timid Violet and exuberant Tigerlily are best friends and newly fledged Acorn Scouts trying to earn a "Sow It and Grow It" merit badge with their troop mates—haughty Hyacinth; Petunia, with the crooked tail; Cricket, who's always nibbling; and allergic Junebug. Each mouse is identifiable in the gray-scale pencil and digital-media illustrations included on every spread, and Dillard incorporates selections from the Mouse Scout Handbook, which explains the requirements for the gardening badge—this troop's summer project. Some suspense is added to the simple plot when garden pests, small and then large, threaten their harvest until the resourceful friends find just the right defenses. Also included are the Mouse Scout pledge, the words and music to the Acorn Scout song, and a list of attainable badges—setting the stage for episodes to</p>



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

follow. Readers won't have to be scouts to enjoy this agreeable tale of friendship and gardening.

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:



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

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Samuel Hall*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Snow day (Bramble and Maggie) by Haas, Jessie
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here</p> <p><i>Booklist starred (November 1, 2016 (Vol. 113, No. 5))</i></p> <p>Grades 1-3. Maggie's family prepares for a big winter storm while her horse, Bramble, watches. That night, Bramble shoves her stall door open and trudges through the deep snow, relishing the exciting storm. She becomes a hero the next morning when she helps clear away the snowdrift that blocks her family's door. They all walk to nearby houses, enjoying the camaraderie of their neighbors, shoveling walkways, and gathering together for an impromptu feast around a fire. The story unfolds in three chapters: before, during, and after the storm. Writing short, effective sentences, Haas does a particularly good job of expressing the horse's point of view as fully as Maggie's. The girl knows that Bramble's long hair will keep her warm all night, but Maggie never guesses how the snow feels to Bramble: first the cold tickle of falling flakes, then the warmth of the blanket of snow on her back, and finally the pleasure of feeling stronger than the storm: "It was just air and snowflakes. She was a horse." Lighting up every page, expressive gouache paintings feature rounded forms and rich colors that glow brilliantly against backdrops of white snow and blue-gray skies. From the Bramble and Maggie series, here's a beautifully crafted book for beginning readers.</p> <p><i>Horn Book Guide (Spring 2017)</i></p> <p>In three transitional-reader chapters, Maggie and her horse Bramble prepare for a winter storm, weather the snowy night (Bramble gets outdoors via an unlatched gate), and help their neighbors dig out in the morning. Simple declarative sentences convey Bramble's charmingly naive horse observations and Maggie's true horse facts, while frisky gouache illustrations offer close-up views of the affectionate girl-horse relationship.</p>

### **Criteria for Selection of Library Materials**

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	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

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8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Sam Sells

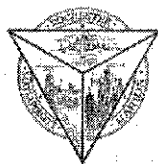




**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Half a Chance by Lord, Cynthia
<b>Professional Reviews Available:</b> *If no professional reviews are available, the rubric below may not be applicable.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>For Series Specific Titles</b> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>For Publisher Specific Titles</b> </div> <div style="border: 1px solid black; padding: 5px;"> <b>Reviews available and posted here</b>  <i>School Library Journal (February 1, 2014)</i>  <p>Gr 4-6-Twelve-year old Lucy and her parents have moved from an apartment in Boston to a lakeside cottage in New Hampshire, and her father, a prominent nature photographer, is immediately off to Arizona for a photo shoot. Her apprehension over fitting in at a new school is temporarily allayed when she is welcomed by Nate, whose family is spending the summer with his grandmother in the house next door. Kayaking, hiking, and loon-monitoring with Nate, Lucy chronicles their experiences using her own budding talent for photography. When she learns that his Grandma Lilah's failing health is keeping her from observing her beloved loon family up close, she and Nate devise a plan to rent a motorized raft to take her out on the lake. Their plan, however, involves a deception-Lucy will use Nate's name to enter a photo contest to be judged by her father. Newbery Honor winner Lord (Rules, Scholastic, 2006) has combined vivid, cinematic description with deft characterization and handles several important issues with sensitivity, nuance, and great skill. Lucy grapples with ambivalent feelings toward her self-centered father, rivalry in the face of new friendships, and an ethical dilemma in her decision to enter the contest and to use, against Nate's will, a photo which captures his grandmother's dementia. Readers will be absorbed in the well-paced plot, sympathize with the concerns of a likable protagonist, learn a bit about photography, and consider the impetus of using one's creative talent for good or ill. A deeply enjoyable read.-Marie Orlando, formerly at Suffolk Cooperative Library System, Bellport, NY (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (February 15, 2014 (Vol. 110, No. 12))</i></p> <p>Grades 4-6. Lucy and her parents have no sooner moved to their new home, idyllically located on a New England lake, than her professional-photographer father is off on a work trip for the summer. As he leaves, Lucy learns from him about a photo contest for kids and decides to spend the summer working on winning it. As the days and weeks pass, Lucy makes friends with the boy next door, learns to kayak, joins in the community's watch of nesting loons, and stays focused on taking photos that fulfill her father's advice to make sure the picture implies a story. Lucy seems like a blandly average preteen character, but she comes into focus when she makes a concerted effort to help her elderly neighbor, whose awareness of the world around her is beginning to slip away with the onset of some kind of dementia, to see and enjoy what she loved in the</p> </div>



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

	past. Like in the author's award-winning Rules (2006), the theme of self-discovery is offered here through a quietly disclosed character.
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**Criteria for Selection of Library Materials**

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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾
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Reason:



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

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: \_\_\_\_\_

*Samuel S. S. S.*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	The search for sunken treasure (Geronimo Stilton, Book 25) & A very merry Christmas (Geronimo Stilton, Book 35)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. For Publisher Specific Titles:</p> <p>Reviews available and posted here <i>School Library Journal</i> (March 1, 2020) Gr 2-5-Geronimo Stilton is back-and in a brand-new format. Angleberger, best known for his "Origami Yoda" series, adapts the escapades about the renowned rat reporter into a graphic novel. A horrible stench has invaded New Mouse City, and citizens are leaving in droves. So Geronimo and his old pal private detective Hercule Poirat venture into the smelly sewers of Mouse Island, where they discover a secret society of rats plotting to take over the world. As in the original prose books, emphasized words are set in contrasting, often dramatic typefaces, and the book is filled with rodent-related puns and references to cheese. But Angleberger has put his own stamp on the long-running series. Unlike the sleek, clean-lined cartoons of previous iterations, his artwork is charmingly childlike, with bold outlines and simple, bright backgrounds. The book is filled with laugh-out-loud situations, endearing characters, ridiculous chase scenes, and madcap action. Amid all the fun, readers will find a lesson on the importance of reducing waste and recycling. VERDICT Great galloping Gorgonzola! Angleberger has done it again. Graphic novel lovers, reluctant readers, and fans of Geronimo Stilton will be spellbound by this hilarious tale. -Kelley Gile, Cheshire Public Library, CT © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (June 1, 2020 (Vol. 116, No. 19)) Grades 2-5. Geronimo Stilton is back with an all-new look and all-new . . . stink? New Mouse City stinks, and residents are leaving to escape the overwhelming stench! With everyone gone, Geronimo, publisher of The Rodent's Gazette, decides to put on his investigator hat and do some sleuthing to see what could be the source of the horrendous smell. When he unexpectedly runs into his pal Hercule, they decide to venture into the sewers to solve the mystery. Along the way, they meet the sewer rats and their queen, Trashfur Sparkles XIII, who is up to very nefarious work. Will they be able to figure out the mystery of the stink and escape from the queen's clutches? Angleberger's cartoonish, bubbly artwork is brightly colored with large, precise lettering, perfect for emerging readers. Angleberger also incorporates a lot of nontraditional paneling styles, which, in one instance, literally lead readers along as our heroes traipse through the</p>



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dreaded sewers. Perfect for fans of mysteries with a lot of fun high jinks.

**Criteria for Selection of Library Materials**

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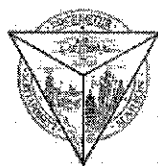
This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

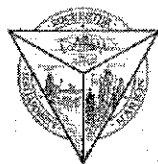
*[Signature]*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Sputnik's Guide to Life on Earth by Boyce, Frank Cottrell
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles - For Publisher Specific Titles -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (April 1, 2017)</p> <p>Gr 4-7-Prez Mellows is a list expert. He's been making lists for years on sticky notes to help his granddad remember important life facts, such as "Prez is your grandson" and "Do not go out without trousers." His lists help save the planet when a space-traveling alien, Sputnik, shows up on Earth and enlists Prez's help to come up with 10 reasons Earth should be spared; otherwise, it will be shrunk to oblivion. To Prez, Sputnik looks like a boy wearing a kilt, a leather helmet, and flying goggles, but to everyone else, he looks like a dog. Selectively mute, Prez is trying to come to grips with being in a "temporary" foster home with a raucous family, while mistakenly thinking his granddad was taken away to prison rather than a nursing home. Cottrell Boyce (Millions; The Astounding Broccoli Boy) invites readers to suspend belief while going on a physics-defying, mind-bending adventure that's sure to appeal to a wide audience. When a motorized scooter becomes a getaway vehicle, Prez and Sputnik try to help Granddad retrieve lost memories, establish reasons why Earth should be saved, and, along the way, discover where they really belong and what is most important. VERDICT Begging to be read aloud and full of escapades, humor, and spunk, this is a stand-alone gem. For all middle grade shelves.-Michele Shaw, Quail Run Elementary School, San Ramon, CA © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (April 15, 2017 (Vol. 113, No. 16))</p> <p>Grades 3-6. Prez keeps his bag packed, positive that his grandfather will pick him up from the Children's Temporary Accommodation at any moment. But until Granddad gets out of jail, Prez will be spending the summer at the Blythe family's farm. He has barely arrived when a peculiar individual sporting a kilt and flight goggles appears at the door: Sputnik Mellows. He, too, is welcomed by the Blythes, who are somehow under the impression that he is a dog—handshakes all around! Still more curious, Sputnik can read Prez's thoughts, a useful skill when dealing with a voluntary mute like Prez. How is all this possible? Sputnik is an alien, and quite a charming one at that, and he needs Prez's help saving Earth from destruction. If, by the end of summer, the pair of them can come up with 10 things worth seeing—for an interplanetary guidebook—the planet will be saved. Boyce's (Cosmic, 2008) newest is by turns hilarious and earnest. Sputnik's zany energy and role as clueless tourist produce laugh-out-loud scenarios and turn everyday objects into things of wonder—you'll never look at a remote control the same way again. On the flip side, he helps Prez find his voice</p>



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

and come to terms with hard truths about his grandfather. A stellar exploration of the meaning of home and the earthly wonders all around us.

**Criteria for Selection of Library Materials**

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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



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

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

*David S. Ball*

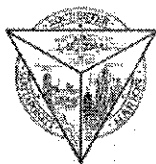




**Old Rochester Regional School District**  
Massachusetts Superintendency Union #55

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Finders Keepers by Tougas, Shelley
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles -</p> <p>For Publisher Specific Titles -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal</i> (August 1, 2015)</p> <p>Gr 4-6-Blessed with an active imagination, 10-year-old Christa Boyd-Adams and 11-year-old Alex Clark take to the outdoors, pretending to climb Mount Everest with plastic cup oxygen masks, butter knife ice picks, duct-taped fork boot spikes, and walkie-talkie cassette tapes. Life at the summer cabin is Christa's favorite place to be, but things change when her father loses his job as a history teacher and the cabin goes up for sale. The friends plot to undermine any attempt to sell it. During one of their escapades, the duo unearths money hidden long ago, and old stories of Al Capone burying his loot start to surface. Christa and Alex want to find the cash to save the cabin, but they discover others have joined the game. Readers will enjoy the tongue-in-cheek humor and fast-paced story that revels in outdoor summertime fun. Family issues drive the heart of the narrative, and Christa, described as immature by her family, must face events as they unfold. Lovable and somewhat prone to mishap, Christa learns about the angst a struggling family must endure and the dynamics of true friendship from young and old. VERDICT Lighter than Gennifer Choldenko's <i>Al Capone Does My Shirts</i> (Putnam, 2004), this is an entertaining middle grade mystery.-Robyn Gioia, Antilles Middle School, Fort Buchanan, Puerto Rico © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (September 1, 2015 (Vol. 112, No. 1))</p> <p>Grades 3-6. The only time 10-year-old Christa feels she belongs is when she is at her family's cabin in Wisconsin. But to her dismay, this will be their last summer on Whitefish Lake, because her father has lost his job and they cannot afford to keep the cabin. Next door, a boy named Alex has just moved in, and the two team up to do some sleuthing and treasure hunting. Rumor has it that Al Capone once hid a suitcase of cash in the area, and if they can find it, Christa's family might be able to hang on to their cabin. Tougas, known best for her historical nonfiction (<i>Little Rock Girl</i>, 1957, 2011), has crafted a charming story of family history and personal connections (both lost and found) that is reminiscent of <i>Blue Balliett</i> and the <i>Penderwicks'</i> adventures. Christa is a delightful protagonist—spunky, witty, and self-confident, in spite of her lack of social graces—and her companionship with Alex is well drawn. More thoughtful than most mysteries, this novel addresses serious issues (financial challenges and strained family relationships, in particular) without bogging down the narrative, and its resolution is both rewarding and poignant. Christa and Alex prove a</p>



**Old Rochester Regional School District**  
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winning duo, whose quest for Capone's lost loot will keep readers glued to the page.

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This book meets the criteria for inclusion in the library collection. ▾



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

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: \_\_\_\_\_

*Anna Sullivan*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Masterpiece by Broach, Elise
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (May 1, 2011)</i></p> <p>Gr 4-7-James, 11, can't impress his ambitious mother until he produces a miniature drawing resembling D rer's work. Unfortunately, the artist is Marvin, a beetle in James's apartment. Boy and insect foil an art forger's plans while keeping Marvin's identity secret. This terrific blend of art history, mystery, and fantasy explores friendship and family dynamics too. (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (September 15, 2008 (Vol. 105, No. 2))</i></p> <p>Grades 3-6. James lives an invisible existence in a grand apartment on the Upper East Side. His mother, busy with her new husband and baby and her climb up the Manhattan social ladder, has little time for him. By contrast, Marvin, a beetle whose overprotective, extended family resides behind James' mother's kitchen, gets more attention than he wants. The two find friendship when James' artist father gives him a pen-and-ink set, and Marvin discovers his talent for "drawing," crafting delicate, museum-quality miniatures with his legs. When Marvin and James find themselves embroiled in a plot to steal a Dürer drawing from the Metropolitan Museum, they must find creative ways to communicate to foil the thieves and protect the masterpiece. Murphy's own pen-and-ink spot art reflects the text's sweet insouciance. With suspense, art history, complex family relationships (human and arthropod), and a resonant friendship, this enjoyable outing will satisfy the reserved and adventurous alike.</p>

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**Old Rochester Regional School District**  
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4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*David A. Sullivan*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Baseball genius (Baseball Genius, Book 1) by Green, Tim
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (February 1, 2017)</i></p> <p>Gr 5-8-Green teams up with Jeter in his latest piece of sports fiction. Jalen is the son of an Italian immigrant. He lives with his father, who works long days at his diner trying to make ends meet. Jalen has serious baseball talent and has just made a travel team. The only problem is that he needs some extra cash to pay for his team fees. Jalen's friends Cat and Daniel live near a Major League Baseball player's house, and Yankees star James "JY" Yager routinely signs batting practice balls and sells them to benefit a youth sports foundation. Jalen knows that if he can get his hands on a few of those balls, he can easily sell them on eBay to pay for his travel team fees. What he does not see coming is an injured ankle keeping Yager home from a Yankees road trip-and Jalen is caught red-handed. Jalen tells Yager that he has the ability to read pitchers and knows which pitch any guy in the pros will throw before he even gets into his windup. Yager is on the verge of being replaced by a younger player, and his sole shot at staying on the Yankees' roster is by going four-for-four in his next game. If Jalen can help him out from the stands, Yager will pay his travel team fees. The manager of the Yankees, however, has an entirely different agenda. Green is a prolific sports fiction writer, and having Jeter's name grace the cover will keep this book in demand. Green does a nice job incorporating diverse characters throughout the narrative. Despite a predictable story, this title is sure to circulate. VERDICT Bound to be popular among Green fans and readers of sports fiction.-Carli Sauer, Carmel Middle School, IN © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

**Criteria for Selection of Library Materials**

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

	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

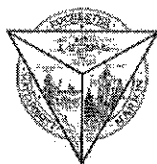
This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Sandi Staff*



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

## **Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	My Diary from the Edge of the World by Anderson, Jodi Lynn
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here <i>School Library Journal</i> (August 1, 2015)</p> <p>Gr 4-7-Gracie Lockwood is a spirited girl and journal writer, who lives with her parents, brother, and sister right down the street from a T.J.Maxx that was recently burned down by dragons. Her world mirrors ours, in that there is a Wendy's, Taco Bell, and McDonald's off of Route 1. It differs, however, because Sasquatches roam the forests, depressed ghosts linger, and for a pretty penny, one can hire a guardian angel should one require protection. Perhaps the most ominous thing about her world is the fact that dark clouds visit the homes of anyone whose life they're about to take. When such a cloud appears over Gracie's home, the family believes it has come for her ailing younger brother, Sam. Their one chance at outrunning his death is crossing over into the Extraordinary World. Her father, a somewhat unreliable scientist believes that a parallel universe exists, one in which humans thrive without the death clouds and other dangers found in their own world. When the Lockwoods purchase a Winnebago to flee their town in pursuit of the Extraordinary World, readers are taken on a fun-filled, well-paced, modern adventure. VERDICT Fans of J.K. Rowling's "Harry Potter" will enjoy this heartfelt, bittersweet, and ever-so-clever coming-of-age fantasy. It is a must-add to any middle grade collection. -Pilar Okeson, Allen-Stevenson School, New York City © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (November 1, 2015 (Vol. 112, No. 5))</p> <p>Grades 4-7. Within the pages of Gracie Lockwood's diary is an extraordinary adventure: her family embarking to save her sickly little brother, Sam. Gracie's world is strikingly similar to our own, except it is inhabited by dragons, poltergeists, sasquatch, and mermaids. When a Dark Cloud, a bringer of death, settles in the Lockwoods' backyard, the family decides to try to outrun it before it can take Sam. They pack up a Winnebago and, joined by Gracie's friend, set out across the country with plans to escape into the Extraordinary World. Gracie's thoughtful, fresh-eyed perspective is the perfect lens through which to view Anderson's alternate Earth, which tweaks history and familiar landscapes to accommodate its supernatural residents. Mentions of string theory and parallel universes serve as fleeting explanations for the existence of other worlds and endless possibility, yet the crux of the story lies in the closeness of the Lockwood family, which is challenged and strained along the journey and proves to be the most magical element of all. HIGH-DEMAND BACKSTORY: This author of the</p>





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May Bird trilogy and Tiger Lily is best-selling and critically acclaimed, so have extra copies on hand.

**Criteria for Selection of Library Materials**

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	Select a Response
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2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



**Old Rochester Regional School District**  
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Reason:

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed:

*Samuel S. Hall*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Bringing Down the Mouse by Mezrich, Ben
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">         For Series Specific Titles: -          For Publisher Specific Titles: -       </div> <div style="border: 1px solid black; padding: 5px;">         Reviews available and posted here -  <p>Gr 4-8-Charlie sees everything in terms of mathematical equations, which has earned him the nickname Numbers. He hangs out with the Whiz Kids until the day he is invited to join a secret gang, the Carnival Killers, a group of clever middle schoolers led by a mysterious college kid. They plan on using math and physics to perpetrate a scheme to scam the scammers, those infamous carnival games that no one can ever win. But as Charlie gets pulled into the plan and begins to apply his logical and mathematical intellect to the games, something just doesn't quite add up. The pacing is well developed, building tension to almost a fever pitch as the Carnival Killers perfect their skills and arrive at Incredoland to take on the biggest scam of all. The mystery of who is truly behind the schemes adds another dimension to the adventure. The plot has several unexpected and well-placed twists, and keeps readers guessing until the very end. A good fit for fans of Gordon Korman's "Swindle" series (Scholastic, 2008).-Gretchen Crowley, Alexandria City Public Libraries, VA (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (July 2014 (Vol. 110, No. 21))</i></p> <p>Grades 5-8. Charlie is a genius at math and a whiz at probability. So he has a good idea what to expect from sixth grade at Nagassack Middle School: verbal humiliation and physical intimidation to go along with his good grades. He already has a semi-derogatory nickname, Numbers, and he and his friends at the genius table in the cafeteria get called the Dork Brigade or Nerd Herd. He was not expecting a couple of cool older kids to recruit him into a supersmart gang that meets in secret to practice beating carnival games. Who would? Mezrich is the Harvard-educated author of the adult book Bringing Down the House (2002), about six MIT students who took their card-counting skills to Las Vegas and cleaned up. This age-adjusted version takes Charlie and his coconspirators to a Disneyland-esque theme park, where they are manipulated by their mentor into beating a game with a substantial payout. Mezrich addresses themes of loyalty and honesty while keeping the action tight and the dialogue snappy. Unexpectedly engrossing.</p> </div>

### Criteria for Selection of Library Materials



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

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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## **Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Hunger : a tale of courage by Napoli, Donna Jo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (January 1, 2018)</p> <p>Gr 4-6-A sad, weighty tale about young people experiencing hunger firsthand and the sorrow that accompanies loss. Lorraine, 12, is the child of a tenant farmer in County Galway, Ireland, in 1846, at the height of the Potato Famine. The family and their neighbors faceáextreme poverty and struggle to survive the season. Lorraine befriends Susanna, the daughter of the wealthy landowner, who secretly helps Lorraine and her friends by giving them food. The rocky yet poignant friendship between Lorraine and Susanna keeps readers engaged and fosters a sense of hope. The faith of the adults and children is tested, and parents must decide what to do to save their families: stay in Ireland or move to another part of the world where conditions are better. The Irish people of the time are portrayed as stoic, strong, and proud, but also as victims of the wealthy, ruling British class. The ending may leave some readers wondering about the characters' choices and perhaps disagree with them, which could foster lively discussions. This book fills a unique niche among historical fiction titles due to the subject matter and setting. The extensive back matter supports the authenticity of the story and provides opportunities for further study. VERDICT Give this book to fans of Kimberly Brubaker Bradley's <i>The War That Saved My Life</i>. A good addition to libraries where historical fiction is popular.-Selene Athas, Glenelg Country School, Ellicott City, MD © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred</i> (December 15, 2017 (Vol. 114, No. 8))</p> <p>Grades 6-9. It's one thing to read that many Irish people died of starvation during the 1840s potato famine. It's another thing entirely to watch it happen through the eyes of a 12-year-old girl. Lorraine awakens one morning to hear her father shouting in the field. Overnight, the potato plants' leaves have blackened. The family rushes to salvage the few wholly or partly edible spuds—their inadequate winter's food supply. Renting their land from an English landlord who ignores their plight, they are barely surviving, while throughout the country, families turned off their farms die of starvation, pneumonia, and tuberculosis. In this vivid narrative, Lorraine befriends the landlord's lonely, capricious daughter, who sometimes gives her food, but doesn't believe or even understand that starvation and death stalk Lorraine, her little brother, their parents, and their neighbors. The first-person narrative portrays Lorraine's family and community with realistically drawn personalities and relationships as well as fine-tuned ethical dilemmas,</p>



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while sketching in the backdrop of the wider catastrophe. The back matter includes a glossary of Irish terms, a source bibliography, and a discussion of Irish history through 1851. A somber but uplifting historical novel that views a national tragedy through the lens of a moving personal story.

**Criteria for Selection of Library Materials**

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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



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

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed:

*Samuel Salt*



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

**Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Lights, camera, middle school! (Babymouse Tales From The Locker, Book 1 by Holm, Jennifer
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (June 1, 2017)</i></p> <p>Gr 3-5-The Holms, the brother/sister team behind the graphic novel series "Squish" and "Babymouse," continue Babymouse's adventures, taking her into middle school. Much like Lincoln Peirce's "Big Nate" crossover chapter books, this new series will appeal to readers looking for slightly more challenging fare. Though this title contains more text than the original "Babymouse" books, there are numerous illustrations throughout, the font is large, and the difficulty of the language is comparable to that of previous books, making it ideal for fans crossing over into longer chapter book territory. Babymouse is just as energetic as ever, but now she's dealing with middle school drama and algebra. She doesn't want to fit in anymore-she wants to stand out! Babymouse finds the perfect opportunity in film club, where she is chosen to write and direct a movie inspired by her favorite epic dramas. She realizes that it's not as easy as she thought, with a diva leading actress and no budget. Ultimately, Babymouse learns that working as a team is more important than being a star. VERDICT A first purchase where the graphic novel series is popular. For fans of "Dork Diaries" and "Diary of a Wimpy Kid."-Jessica Ko, Los Angeles Public Library © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (June 1, 2017 (Vol. 113, No. 19))</i></p> <p>Grades 3-5. As she starts her middle-school career (and a brand new series), Babymouse has a yen to stand out. So she signs up for Film Club, and finds herself cast as director, writer, and impresario for an epic feature she grandly titles Au Revoir, My Locker. A steep learning curve ensues, as she not only gets a quick education in the ins and outs of scripting, casting, setting up scenes, and final editing, but she's also schooled in coping with demanding actors and, when her entire crew quits because she's so bossy, putting ego aside to mend fences. Interspersed with plenty of spot drawings and sequential panels in which older versions of Babymouse and her familiar supporting cast of friends and rivals mingle with new characters of diverse animal species, her hybrid narrative sweeps along to a grand premiere before the entire student body—which, to her disgust, erupts not in wild applause but hysterical laughter. You can practically hear legions of delighted fans chorus along as she delivers her signature response: "Typical!"</p>





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

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## **Library Book Donation Review (Form 2)**

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Extraordinary people : a semi-comprehensive guide to some of the world's most fascinating individuals by Hearst, Michael
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles -</p> <p>For Publisher Specific Titles -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (April 1, 2015)</i></p> <p>Gr 5-8-Where else would Ötzi the Iceman, Ibn Battuta, Hildegard of Bingen, Stagecoach Mary, Deion Sanders, Bruce Lee, and Malala Yousafzai sit side by side but in the "Uncommon Compendium" series? Hearst, the author of <i>Unusual Creatures</i> (Chronicle, 2012), has selected 50 historical and contemporary figures, admittedly not all role models, that he enjoyed learning about as a kid and an adult. He devotes a page to each, discussing their importance (or notoriety) and providing related information in the form of quick facts, true-or-false questions, quotes, quizzes, and an occasional ode. The author's conversational style will delight readers, as will his rampant humorous asides, puns, and catchy, sometimes corny, headers ("Fungus Amongus," "Dude Was Fast!") that run rampant. Blocks of information are framed by bands of color in dark earth tones, spot-art illustrations, and a variety of fonts. For each subject, there's a full-page portrait opposite the text. Figures are set against shallow stages or flat expanses of color, often with an identifying tool or instrument (George Washing Carver with test tubes) or in a recognizable pose (Harry Houdini performing a stunt) or clothing (Evel Knievel in racing gear). In coloring and shadowing, in particular, the portraits resemble graphic art. Hearst has a knack for delivering facts the way kids like them-quick and fun-and there's even a shout-out to libraries. ("Libraries are awesome. You should spend more time in yours.") VERDICT Tweens and teens are guaranteed to glom onto this book for its art, humor, and fascinating selection of notables.-Daryl Grabarek, <i>School Library Journal</i> © Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (June 1, 2015 (Vol. 111, No. 19))</i></p> <p>Grades 5-8. This engaging collection of brief, breezy biographies quickly becomes addictive. Hearst has assembled an eclectic group of 52 luminaries who meet his definition of "abovordinary" (beyond ordinary). Subjects range from traditional figures (Helen Keller) to slightly more obscure (Ibn Battuta) to quirky but beguiling (Ötzi the Iceman). Selections recognize individual feats (smoke-jumper Wag Dodge), special skills (computer-hacker Kevin Mitnick), or lifetime achievement (Minakata Kumagusu, slime-mold world expert). Each double-page spread features lively paragraphs of text set off in color blocks and oversize fonts facing full-page, graphic-novel-like illustrations. Hearst's contagious enthusiasm is effectively conveyed through well-chosen facts and</p>



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

	<p>anecdotes, inside jokes, gossip asides, silly quizzes, and fanciful rhetorical questions. The large format and graphic-rich layout will attract browsers, and the humorous sketches should spark interest and encourage additional research. Especially gratifying is Hearst's diverse range of subjects: he profiles historical figures, contemporary individuals, women, children, and folks from all over the world. Students and teachers alike will be inspired by the offbeat cast of characters and appreciate the irreverent tone (reminiscent of Georgia Bragg's <i>How They Croaked: The Awful Ends of the Awfully Famous</i>, 2011). This is a welcome antidote to traditional biography-assignment fare.</p>
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Samuel Scott*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Starry River of the Sky by Lin, Grace
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> For Series Specific Titles         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> For Publisher Specific Titles         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <input checked="" type="checkbox"/> Reviews available and posted here         </div> <p>School Library Journal:</p> <p><i>/* Starred Review */ Gr 3 – 6 — The moon is missing from the sky, and its absence causes unrelenting heat and drought. At night, Rendi can hear the sky moan and whimper for the missing moon, a sound that has plagued him since running away from home and ending up as a chore boy at an isolated inn. When a mysterious and glamorous guest arrives, she brings stories and asks Rendi to tell her tales in return. These stories weave the characters and plotlines together while revealing the backstory of Rendi's flight from home, the village's geography, and the missing moon, and how they tie together. This follow-up to Lin's <i>Where the Mountain Meets the Moon</i> (Little, Brown, 2009), takes place centuries earlier, when Magistrate Tiger's son was still young, and missing. The stories the characters tell are based on traditional Chinese folktales, but Lin adds her own elements and layers and mixes them with original tales to form a larger narrative that provides the background and the answers for the frame story. This tight and cyclical plotting, combined with Lin's vibrant, full-color paintings and chapter decorations, creates a work that is nothing short of enchanting. Like the restored moon, <i>Starry River</i> outshines the previous work.—Jennifer Rothschild, Prince George's County Memorial Library System, Oxon Hill, MD —Jennifer Rothschild (Reviewed September 1, 2012) (School Library Journal, vol 58, issue 9, p149)</i></p> <p>Booklist:</p> <p><i>/* Starred Review */ Grades 3-6 This mesmerizing companion to the Newbery Honor Book <i>Where the Mountain Meets the Moon</i> (2009) does not disappoint. Rendi has run away from home, stowed in the back of a merchant's cart, until he is discovered and left stranded in the scarcely populated Village of Clear Sky. There he becomes the innkeeper's chore boy and is introduced to a cast of characters, including Mr. Shan, a wise older man; Madame Chang, a mysterious out-of-town guest with a gift for storytelling; and a toad whom Mr. Shan calls Rabbit. All the while, the moon is missing, and it seems only Rendi is tormented by the sky's sad wailing noises at night. Madame Chang insists that for each story she tells—including one about ruler Wang Yi's wife, who transformed into a toad and lived out the rest of her days on the moon—Rendi must tell one of his own. Unlike its predecessor, this novel is stationary in setting, but it offers up similar stories based on Chinese folklore that interweave with and advance the main narrative. Each of the tales reveals something important about the teller, and most offer a key piece of the mysterious puzzle: what happened to the moon? A few characters from <i>Where the Mountain Meets the Moon</i>, including Magistrate Tiger, appear on the periphery of the action. Lin's writing is clear and</i></p>



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lyrical, her plotting complex, and her illustrations magical, all of which make this a book to be savored. -- Kelley, Ann (Reviewed 10-01-2012) (Booklist, vol 109, number 3, p54)

**Criteria for Selection of Library Materials**

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection.

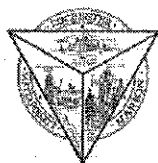
Reason:



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

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: *James Allen*



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2023
Title and Author of Book:	Tangerine by Bloor, Edward
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (April 1997)</i></p> <p>Gr 6-8--Paul starts seventh grade after moving from Houston to a ritzy new development in Tangerine County, FL. Legally blind following some repressed childhood incident, he nonetheless sees familial, environmental, and social anomalies of the local landscape with greater acuity than the adults around him. His intense mother quickly assumes a leadership role in the Homeowner's Association. His civil engineer father is obsessed with his older brother Erik's football career. Lurking beneath their suburban veneer are real dangers that deepen the disquieting atmosphere: smoke from an unquenchable muck fire casts a pall over the area; lightning kills a football player during practice; a sinkhole swallows the school's portable classrooms; and Paul's conflicts with Erik, a truly nasty, probably psychotic kid. Paul is determined to do whatever it takes to make it on the soccer field, in the classroom, and with his peers. The difference between local people with knowledge of the land and ignorant newcomers who are perplexed by it is powerfully portrayed. Equally clear is that class consciousness and racism have built fences through which Paul chooses to blast holes. Mix a sensitive male protagonist reminiscent of Asa in Bruce Brooks's <i>What Hearts</i> (HarperCollins, 1992), ratchet the soccer scenes from Joseph Cottonwood's <i>The Adventures of Boone Barnaby</i> (Scholastic, 1990) up several degrees of intensity, and enjoy this satisfying family/healing, coming-of-age struggle in which everyone takes some licks, but Paul keeps on kicking.--Joel Shoemaker, Southeast Jr. High School, Iowa City, IA</p> <p><i>Horn Book Guide starred (September, 1997)</i></p> <p>Legally blind, Paul Fisher has lived most of his life in the shadow of his football star brother. But things change when they move to Tangerine County, where bizarre natural disasters are everyday occurrences, and Paul wins an unlikely new crew of friends on the soccer field. In a climactic ending, Paul finally confronts his parents with the truth about the brother he fears, and readers will cheer for this bright, funny, decent kid.</p>

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

	Select a Response
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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
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6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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

## Library Book Donation Review (Form 2)

Date of Receipt:	July 15, 2023
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 9, 2023
Title and Author of Book:	The League of Unexceptional Children by Daneshvari, Gitty
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (July 1, 2015)</i></p> <p>Gr 4-6-Twelve-year-old Shelley and Jonathan are average kids: forgettable, normal, and looked over. In fact, many of their classmates have been going to school with them for years and would not be able to recognize them if they were stuck in an elevator together. However, their ordinariness is the qualifying trait that the League of Unexceptional Children is looking for. The League is a covert network of spies that are, well, unexceptional. The unexceptionals are the forgotten ones, the spies that can slip in and out of a room without anyone bothering to notice. After an inept security guard allowed the White House to be breached, several monumental things have happened: the vice president is missing, the nation's greatest spies are deactivated, and several confidential documents and data are compromised. Thankfully, Shelley and Jonathan are average, forgettable, but perfect additions to the League of Unexceptional Children. They have vowed to risk their lives for their country's liberties, all the while answering to the wrong name. From the best-selling author of <i>School of Fear</i> (2010) and the "Ghoulfriends Forever" series (both Little, Brown), comes a humorous middle grade novel that keeps readers giggling. The story flows easily through short chapters with interwoven art that further captures the humor of Jonathan and Shelley's case. VERDICT With humor that both girls and boys will enjoy, this likable book is a good fit for most collections. -Brittney Kosev, Dave Blair Elementary School, Farmers Branch, TX © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (October 1, 2015 (Vol. 112, No. 3))</i></p> <p>Grades 4-6. After someone breaks into the White House, kidnaps the vice president, and steals a vital computer code, the country's most secretive spy agency recruits two undistinguished middle-school kids to solve the case and save the world. Growing up in a town full of overachievers, 12-year-olds Shelley and Jonathan are used to people forgetting their names and their faces, but that's what qualifies them for the League of Unexceptional Children. They bumble through their training and, though they're prepared to fail big, they succeed in the end. While the initial premise and some plot elements may be hard to swallow, everything else in this amusing chapter book goes down easy. Even with the fate of the world resting on their "slightly hunched" shoulders, the main characters are so disarmingly upfront about their inadequacies that they'll definitely have readers on their side. Recommended for fans of Daneshvari's <i>School of Fear</i> series as well as kids growing up in communities where "all the</p>



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**Massachusetts Superintendency Union #55**

children are above average."

**Criteria for Selection of Library Materials**

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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

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This book meets the criteria for inclusion in the library collection. ▾

Reason:



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

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: *Jani' Allen*

65 toothbrush kits donated to Kindergarten from All Hands Dentistry and Sullivan Family Dental





## 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:** October 5, 2023

**Re:** Financial Report – Fiscal Year 2024

### 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 1, 2023

### For the purpose of our Financial Forecasting:

The Rochester School District currently has \$817,856 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 \$6,816,930 appropriated to the Rochester School District.

- \$ 6,816,930 – **General Funds Approved**
- \$ 5,999,074 – Obligations Paid Year to Date
- \$ 817,856 - **Remaining Available Funds**

Bristol County Agricultural High School enrolled student operational budget totals \$208,563. The costs included in the operational budget consist of tuition, debt and transportation.

- \$ 208,563 – **Bristol County Agricultural High School**
- \$ 166,832 - Obligations Paid Year to Date
- \$ 41,731 - **Remaining Available Funds**

# Rochester Public Schools

## FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
01.305.001.1110.02.02	School Committee Clerical	\$2,600.00	\$0.00	\$0.00	\$2,600.00	\$0.00	\$2,600.00	100.00%
01.305.001.1110.04.35	LEGAL COUNSEL	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	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	\$0.00	\$0.00	\$1,700.00	\$0.00	\$1,700.00	100.00%
01.305.001.1110.06.36	ADVERTISING	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
01.305.001.1110.06.37	CONFERENCE EXPENSE	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.305.001.1430.04.36	LEGAL COUNSEL	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$10,300.00	\$0.00	\$0.00	\$10,300.00	\$0.00	\$10,300.00	100.00%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,458.00	\$0.00	\$0.00	\$36,458.00	\$0.00	\$36,458.00	100.00%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$12,741.00	\$0.00	\$0.00	\$12,741.00	\$0.00	\$12,741.00	100.00%
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%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$1,160.00	\$0.00	\$0.00	\$1,160.00	\$0.00	\$1,160.00	100.00%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,492.00	\$0.00	\$0.00	\$22,492.00	\$0.00	\$22,492.00	100.00%
01.305.004.1220.02.02	CLERICAL	\$8,564.00	\$0.00	\$0.00	\$8,564.00	\$0.00	\$8,564.00	100.00%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$25.11	\$25.11	\$874.89	\$0.00	\$874.89	97.21%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,086.00	\$0.00	\$0.00	\$29,086.00	\$0.00	\$29,086.00	100.00%
01.305.004.1410.03.02	FINANCE OFFICE	\$32,204.00	\$0.00	\$0.00	\$32,204.00	\$0.00	\$32,204.00	100.00%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,343.00	\$0.00	\$0.00	\$13,343.00	\$0.00	\$13,343.00	100.00%
01.305.004.1450.04.02	SOFTWARE CONSULTANT	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
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	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$168,873.00	\$25.11	\$25.11	\$168,847.89	\$0.00	\$168,847.89	99.99%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.00	\$58,578.64	\$58,578.64	\$74,048.36	\$86,985.96	(\$12,937.60)	-9.75%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$114,678.00	\$30,711.10	\$30,711.10	\$83,966.90	\$83,358.73	\$608.17	0.53%
01.305.007.2210.02.09	CLERICAL	\$45,463.00	\$6,994.60	\$6,994.60	\$38,468.40	\$38,470.25	(\$1.85)	0.00%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$20,195.00	\$2,181.06	\$2,181.06	\$18,013.94	\$17,935.74	\$78.20	0.39%
01.305.007.2210.04.33	ASSOCIATION DUES	\$500.00	\$600.00	\$600.00	(\$100.00)	\$0.00	(\$100.00)	-20.00%
01.305.007.2210.05.22	SUPPLIES ADMINISTRATION	\$500.00	\$124.08	\$124.08	\$375.92	\$150.00	\$225.92	45.18%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$273.04	\$273.04	\$3,226.96	\$5,776.96	(\$2,550.00)	-72.86%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$14,000.00	\$5,548.76	\$5,548.76	\$8,451.24	\$6,391.67	\$2,059.57	14.71%
01.305.007.2210.05.25	POSTAGE	\$1,950.00	\$1,500.00	\$1,500.00	\$450.00	\$0.00	\$450.00	23.08%
01.305.007.2210.06.37	TRAVEL & CONFERENCES	\$250.00	\$136.24	\$136.24	\$113.76	\$500.00	(\$386.24)	-154.50%
01.305.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$0.00	\$2,337.00	\$2,337.00	(\$2,337.00)	\$1,200.00	(\$3,537.00)	0.00%
01.305.007.2356.06.37	PROFESSIONAL DEVELOPMENT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.305.007.5204.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.305.007.5300.04.28	COPIER RENTAL	\$9,000.00	\$1,284.80	\$1,284.80	\$7,715.20	\$6,515.20	\$1,200.00	13.33%
	Dept: ADMINISTRATION REG DAY - 007	\$346,263.00	\$110,269.32	\$110,269.32	\$235,993.68	\$247,284.51	(\$11,290.83)	-3.26%
01.305.010.2305.01.03	TEACHERS	\$1,875,871.00	\$259,193.68	\$259,193.68	\$1,616,677.32	\$1,998,400.98	(\$381,723.66)	-20.35%
01.305.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$1,865.00	\$1,865.00	\$48,135.00	\$0.00	\$48,135.00	96.27%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$1,713.68	\$1,713.68	\$786.32	\$533.90	\$252.42	10.10%
01.305.010.2350.06.37	TRAVEL,TRANS,CONFERENCES	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00	100.00%

# Rochester Public Schools

## FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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%
01.305.010.2356.06.37	TRAVEL & CONFERENCES	\$0.00	\$1,350.00	\$1,350.00	(\$1,350.00)	\$0.00	(\$1,350.00)	0.00%
	Dept: CLASSROOM TEACHERS - 010	\$1,955,871.00	\$264,122.36	\$264,122.36	\$1,691,748.64	\$1,998,934.88	(\$307,186.24)	-15.71%
01.305.013.2303.02.08	AIDES CLASSROOM	\$0.00	\$1,500.00	\$1,500.00	(\$1,500.00)	\$0.00	(\$1,500.00)	0.00%
01.305.013.2305.01.03	TEACHERS	\$221,125.00	\$37,608.92	\$37,608.92	\$183,516.08	\$313,310.57	(\$129,794.49)	-58.70%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$71,308.00	\$11,668.59	\$11,668.59	\$59,639.41	\$122,074.61	(\$62,435.20)	-87.56%
01.305.013.2430.05.23	SUPPLIES - KINDERGARTEN	\$2,350.00	\$0.00	\$0.00	\$2,350.00	\$0.00	\$2,350.00	100.00%
	Dept: KINDERGARTEN - 013	\$294,783.00	\$50,777.51	\$50,777.51	\$244,005.49	\$435,385.18	(\$191,379.69)	-64.92%
01.305.016.2305.01.03	TEACHERS	\$96,612.00	\$11,174.88	\$11,174.88	\$85,437.12	\$87,269.12	(\$1,832.00)	-1.90%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: ART PROGRAM - 016	\$98,662.00	\$11,174.88	\$11,174.88	\$87,487.12	\$87,269.12	\$218.00	0.22%
01.305.022.2303.02.08	AIDES CLASSROOM	\$0.00	\$0.00	\$0.00	\$0.00	\$890.00	(\$890.00)	0.00%
01.305.022.2305.01.03	TEACHERS	\$118,869.00	\$12,531.13	\$12,531.13	\$106,337.87	\$97,536.77	\$8,801.10	7.40%
01.305.022.2430.05.23	SUPPLIES	\$2,050.00	\$89.00	\$89.00	\$1,961.00	\$0.00	\$1,961.00	95.66%
	Dept: READING - 022	\$120,919.00	\$12,620.13	\$12,620.13	\$108,298.87	\$98,426.77	\$9,872.10	8.16%
01.305.024.2305.01.03	TEACHERS	\$19,367.00	\$0.00	\$0.00	\$19,367.00	\$0.00	\$19,367.00	100.00%
01.305.024.2356.06.37	TRAVEL & CONFERENCES	\$0.00	\$0.00	\$0.00	\$0.00	\$230.00	(\$230.00)	0.00%
01.305.024.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: ELL PROGRAM - 024	\$21,417.00	\$0.00	\$0.00	\$21,417.00	\$230.00	\$21,187.00	98.93%
01.305.025.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: ENGLISH - 025	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
01.305.037.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: MATHEMATICS - 037	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
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	\$104,993.00	\$12,101.91	\$12,101.91	\$92,891.09	\$93,541.09	(\$650.00)	-0.62%
01.305.040.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
01.305.040.2503.05.23	RESOURCE MATERIALS	\$0.00	\$120.00	\$120.00	(\$120.00)	\$1,570.26	(\$1,690.26)	0.00%
	Dept: MEDIA SERVICES - 040	\$107,043.00	\$12,221.91	\$12,221.91	\$94,821.09	\$95,361.35	(\$540.26)	-0.50%
01.305.043.2305.01.03	TEACHERS	\$160,296.00	\$15,988.20	\$15,988.20	\$144,307.80	\$124,106.20	\$20,201.60	12.60%
01.305.043.2430.05.23	SUPPLIES	\$2,050.00	\$663.91	\$663.91	\$1,386.09	\$0.00	\$1,386.09	67.61%
	Dept: MUSIC - 043	\$162,346.00	\$16,652.11	\$16,652.11	\$145,693.89	\$124,106.20	\$21,587.69	13.30%
01.305.049.2305.01.03	TEACHERS	\$126,287.00	\$14,452.71	\$14,452.71	\$111,834.29	\$112,453.89	(\$619.60)	-0.49%
01.305.049.2430.05.23	SUPPLIES	\$2,050.00	\$1,953.96	\$1,953.96	\$96.04	\$387.02	(\$290.98)	-14.19%
	Dept: PHYSICAL EDUCATION - 049	\$128,337.00	\$16,406.67	\$16,406.67	\$111,930.33	\$112,840.91	(\$910.58)	-0.71%
01.305.052.2305.01.03	TEACHERS	\$105,448.00	\$12,101.91	\$12,101.91	\$93,346.09	\$94,246.09	(\$900.00)	-0.85%
01.305.052.2430.05.23	SUPPLIES	\$2,050.00	\$3,083.05	\$3,083.05	(\$1,033.05)	\$3,926.33	(\$4,959.38)	-241.92%
	Dept: SCIENCE - 052	\$107,498.00	\$15,184.96	\$15,184.96	\$92,313.04	\$98,172.42	(\$5,859.38)	-5.45%
01.305.055.2430.05.23	SUPPLIES	\$2,050.00	\$6,013.61	\$6,013.61	(\$3,963.61)	\$707.85	(\$4,671.46)	-227.88%
	Dept: SOCIAL STUDIES - 055	\$2,050.00	\$6,013.61	\$6,013.61	(\$3,963.61)	\$707.85	(\$4,671.46)	-227.88%
01.305.061.2351.04.03	CURRICULUM - PROGRAMING & DEVE	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%



# Rochester Public Schools

## FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
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%
01.305.061.2415.06.37	CURRICULUM - TRAVEL	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$45,500.00	\$0.00	\$0.00	\$45,500.00	\$0.00	\$45,500.00	100.00%
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	NURSE	\$83,056.00	\$9,554.55	\$9,554.55	\$73,501.45	\$73,853.45	(\$352.00)	-0.42%
01.305.076.3200.03.34	SUBSTITUTES - NURSES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.076.3200.05.23	SUPPLIES	\$2,050.00	\$1,863.68	\$1,863.68	\$186.32	\$29.35	\$156.97	7.66%
	Dept: HEALTH SERVICES - 076	\$86,106.00	\$11,418.23	\$11,418.23	\$74,687.77	\$74,132.80	\$554.97	0.64%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$327,000.00	\$0.00	\$0.00	\$327,000.00	\$0.00	\$327,000.00	100.00%
01.305.079.3300.06.41	FUEL ESCULATION COST	\$16,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$16,000.00	100.00%
	Dept: TRANSPORTATION REG DAY - 079	\$343,000.00	\$0.00	\$0.00	\$343,000.00	\$0.00	\$343,000.00	100.00%
01.305.085.3520.05.23	SUPPLIES - STUDENT ACTIVITY BA	\$2,200.00	\$0.00	\$0.00	\$2,200.00	\$0.00	\$2,200.00	100.00%
01.305.085.3520.06.36	STUDENT ACTIVITIES - OTHER	\$0.00	\$451.00	\$451.00	(\$451.00)	\$0.00	(\$451.00)	0.00%
	Dept: MISCELLANEOUS - 085	\$2,200.00	\$451.00	\$451.00	\$1,749.00	\$0.00	\$1,749.00	79.50%
01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,194.00	\$0.00	\$0.00	\$17,194.00	\$0.00	\$17,194.00	100.00%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$57,000.00	\$15,400.21	\$15,400.21	\$41,599.79	\$41,661.79	(\$62.00)	-0.11%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$150,700.00	\$26,163.76	\$26,163.76	\$124,536.24	\$113,836.24	\$10,700.00	7.10%
01.305.088.4120.04.17	HEAT	\$68,000.00	\$0.00	\$0.00	\$68,000.00	\$0.00	\$68,000.00	100.00%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$744.95	\$744.95	\$8,255.05	\$6,255.05	\$2,000.00	22.22%
01.305.088.4130.04.16	ELECTRICITY	\$161,000.00	\$36,344.11	\$36,344.11	\$124,655.89	\$95,655.89	\$29,000.00	18.01%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$9,500.00	\$1,095.10	\$1,095.10	\$8,404.90	\$3,904.90	\$4,500.00	47.37%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$4,975.00	\$3,525.00	41.47%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$16,500.00	\$9,661.94	\$9,661.94	\$6,838.06	\$24,838.06	(\$18,000.00)	-109.09%
01.305.088.4220.05.26	CHEMICALS	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.305.088.4220.05.27	PAPER	\$7,200.00	\$2,194.35	\$2,194.35	\$5,005.65	\$6,405.65	(\$1,400.00)	-19.44%
01.305.088.4220.05.28	SUPPLIES	\$0.00	\$5,972.00	\$5,972.00	(\$5,972.00)	\$2,028.00	(\$8,000.00)	0.00%
01.305.088.4223.05.26	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.088.4230.04.32	MAINTENANCE OF EQUIPMENT	\$10,000.00	\$1,503.00	\$1,503.00	\$8,497.00	\$5,622.00	\$2,875.00	28.75%
01.305.088.7400.04.30	REPLACEMENT OF EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	(\$3,000.00)	0.00%
	Dept: OPERATION & MAINTENANCE - 088	\$520,594.00	\$99,079.42	\$99,079.42	\$421,514.58	\$308,182.58	\$113,332.00	21.77%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$77,290.00	\$0.00	\$0.00	\$77,290.00	\$0.00	\$77,290.00	100.00%
01.305.093.2430.05.23	SOFTWARE	\$10,000.00	\$4,000.00	\$4,000.00	\$6,000.00	\$1,165.60	\$4,834.40	48.34%
01.305.093.2451.05.23	EDUCATIONAL EQUIPT	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
01.305.093.4130.04.15	TELEPHONE	\$14,500.00	\$5,158.02	\$5,158.02	\$9,341.98	\$1,067.80	\$8,274.18	57.06%
	Dept: COMPUTER PROGRAM - 093	\$121,790.00	\$9,158.02	\$9,158.02	\$112,631.98	\$2,233.40	\$110,398.58	90.65%
01.305.100.1435.04.36	LEGAL EXPENSE - SPEC ED	\$15,000.00	\$1,074.50	\$1,074.50	\$13,925.50	\$13,925.50	\$0.00	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$23,217.00	\$0.00	\$0.00	\$23,217.00	\$0.00	\$23,217.00	100.00%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,740.00	\$0.00	\$0.00	\$11,740.00	\$0.00	\$11,740.00	100.00%
01.305.100.2110.06.37	TRAVEL & CONFERENCES	\$6,500.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$6,500.00	100.00%
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	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$59,757.00	\$1,074.50	\$1,074.50	\$58,682.50	\$13,925.50	\$44,757.00	74.90%

# Rochester Public Schools

## FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
01.305.102.2305.01.03	TEACHERS	\$50,279.00	\$2,909.88	\$2,909.88	\$47,369.12	\$23,394.04	\$23,975.08	47.68%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$62,951.00	\$7,660.80	\$7,660.80	\$55,290.20	\$56,120.41	(\$830.21)	-1.32%
01.305.102.2351.06.37	PROJECT GROW TRAVEL	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.305.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.305.102.2430.05.24	SUPPLIES & MATERIALS	\$1,000.00	\$728.60	\$728.60	\$271.40	\$24.97	\$246.43	24.64%
	Dept: PROJECT GROW - 102	\$114,730.00	\$11,299.28	\$11,299.28	\$103,430.72	\$79,539.42	\$23,891.30	20.82%
01.305.103.2305.01.03	TEACHERS	\$537,994.00	\$69,616.25	\$69,616.25	\$468,377.75	\$536,985.04	(\$68,607.29)	-12.75%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$170,913.00	\$14,114.10	\$14,114.10	\$156,798.90	\$116,267.57	\$40,531.33	23.71%
01.305.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$200.00	\$200.00	\$100.00	\$0.00	\$100.00	33.33%
01.305.103.2420.05.24	LEARNING SUPPORT ED EQUIPMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	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%
01.305.103.3300.02.08	BUS MONITORS	\$15,000.00	\$3,187.52	\$3,187.52	\$11,812.48	\$0.00	\$11,812.48	78.75%
	Dept: LEARNING SUPPORT CENTER - 103	\$730,207.00	\$87,117.87	\$87,117.87	\$643,089.13	\$653,252.61	(\$10,163.48)	-1.39%
01.305.118.2305.01.03	TEACHERS	\$210,886.00	\$24,203.82	\$24,203.82	\$186,682.18	\$188,482.18	(\$1,800.00)	-0.85%
01.305.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
01.305.118.2420.05.24	SPEECH THERAPY ED EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.118.2430.05.24	SUPPLIES	\$2,000.00	\$653.28	\$653.28	\$1,346.72	\$0.00	\$1,346.72	67.34%
01.305.118.2800.04.35	SPEECH THERAPY	\$52,000.00	\$0.00	\$0.00	\$52,000.00	\$0.00	\$52,000.00	100.00%
	Dept: SPEECH - 118	\$266,636.00	\$24,857.10	\$24,857.10	\$241,778.90	\$188,482.18	\$53,296.72	19.99%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$5,816.64	\$5,816.64	(\$5,816.64)	\$31,991.46	(\$37,808.10)	0.00%
01.305.121.2110.02.09	CLERICAL	\$38,364.00	\$0.00	\$0.00	\$38,364.00	\$560.00	\$37,804.00	98.54%
01.305.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.305.121.2415.05.24	SUPPLIES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.121.2440.04.35	EXTENDED YEAR SERVICES	\$70,000.00	\$1,655.27	\$1,655.27	\$68,344.73	\$1,344.73	\$67,000.00	95.71%
01.305.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
01.305.121.2800.04.35	THERAPY	\$118,000.00	\$2,308.41	\$2,308.41	\$115,691.59	\$74,538.59	\$41,153.00	34.88%
	Dept: SUPPORT SERVICES - 121	\$259,364.00	\$9,780.32	\$9,780.32	\$249,583.68	\$108,434.78	\$141,148.90	54.42%
01.305.127.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	0.00%
01.305.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
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%
01.305.127.2710.01.03	ADJUSTMENT COUNSELOR	\$192,263.00	\$22,525.29	\$22,525.29	\$169,737.71	\$173,583.71	(\$3,846.00)	-2.00%
01.305.127.2800.01.03	PSYCHOLOGY	\$78,723.00	\$6,383.82	\$6,383.82	\$72,339.18	\$48,942.58	\$23,396.60	29.72%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$285.00	\$285.00	\$1,715.00	\$775.98	\$939.02	46.95%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$1,529.00	\$1,529.00	\$7,471.00	\$4,587.00	\$2,884.00	32.04%
01.305.127.2800.06.37	TRAVEL & CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$284,386.00	\$30,723.11	\$30,723.11	\$253,662.89	\$228,139.27	\$25,523.62	8.97%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$60,000.00	\$6,318.10	\$6,318.10	\$53,681.90	\$75,347.20	(\$21,665.30)	-36.11%
01.305.130.3300.06.44	TRANSPORTATION - DAY PROGRAMS	\$80,000.00	\$4,451.33	\$4,451.33	\$75,548.67	\$7,096.40	\$68,452.27	85.57%
01.305.130.3300.06.45	TRANSPORTATION - PRESCHOOL	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
01.305.130.3300.06.46	TRANSPORTATION - MCKINNEY VENT	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
	Dept: SPED TRANSPORTATION - 130	\$179,000.00	\$10,769.43	\$10,769.43	\$168,230.57	\$82,443.60	\$85,786.97	47.93%
01.305.133.9300.04.13	TUITION - RESIDENTIAL	\$92,000.00	\$0.00	\$0.00	\$92,000.00	\$0.00	\$92,000.00	100.00%
01.305.133.9300.06.13	TUITION - DAY SCHOOLS	\$63,198.00	\$4,110.00	\$4,110.00	\$59,088.00	\$36,990.00	\$22,098.00	34.97%
01.305.133.9306.06.13	TUITION RESIDENTIAL (502.6)	\$0.00	\$0.00	\$0.00	\$0.00	\$2,439.44	(\$2,439.44)	0.00%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$120,000.00	\$30,604.26	\$30,604.26	\$89,395.74	\$76,248.04	\$13,147.70	10.96%

# Rochester Public Schools

## FY23-24 APPROVED GENERAL FUNDS BUDGET

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☐ 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: PROGRAMS W/OTHERS SPED - 133	\$275,198.00	\$34,714.26	\$34,714.26	\$240,483.74	\$115,677.48	\$124,806.26	45.35%
	Grand Total:	\$6,816,930.00	\$845,911.11	\$845,911.11	\$5,971,018.89	\$5,153,162.81	\$817,856.08	12.00%

End of Report

# Rochester Public Schools

## FY23-24 APPROVED BCAHS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
01.307.079.3300.06.14	Transportation - Bristol Count	\$44,100.00	\$0.00	\$0.00	\$44,100.00	\$0.00	\$44,100.00	100.00%
	Dept: TRANSPORTATION REG DAY - 079	\$44,100.00	\$0.00	\$0.00	\$44,100.00	\$0.00	\$44,100.00	100.00%
01.307.097.9100.06.36	Tuition - Bristol County Agric	\$164,463.00	\$0.00	\$0.00	\$164,463.00	\$166,831.98	(\$2,368.98)	-1.44%
	Dept: PROGRAMS W/OTHERS REG DAY - 097	\$164,463.00	\$0.00	\$0.00	\$164,463.00	\$166,831.98	(\$2,368.98)	-1.44%
Grand Total:		\$208,563.00	\$0.00	\$0.00	\$208,563.00	\$166,831.98	\$41,731.02	20.01%

End of Report



# Old Rochester Regional School District Massachusetts Superintendency Union #55

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

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

## Directors Update:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Fresh Fruit & Veggie Bars have been well received by students.
- Meal participation continues to grow strong.

## Students Receiving Free and Reduced Meals:

Free: 126 → 25%

Reduced: 16 → 3%

## Student Meal Participation

SY 23					SY 24			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	161	17%	425	45%	216	23%	404	43%
September	2552	28%	5328	58%	2864	30%	5183	55%
October	2547	28%	5678	62%				
November	2127	27%	4837	62%				
December	1921	26%	4746	64%				
January	2147	25%	5377	62%				
February	1725	25%	4211	62%				
March	2799	27%	6570	62%				
April	1843	28%	3979	61%				
May	2900	29%	6190	61%				
June	1347	29%	2648	57%				

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: [jillhenesey@oldrochester.org](mailto:jillhenesey@oldrochester.org)

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



## **Facilities Director's Report: October 2023**

### **Rochester Memorial Elementary School**

- Replaced Breaker in Roof Top Unit (RTU) A-3.
- Annual air quality testing of facility completed, no action levels.
- Installed Variable Frequency Drives (VFD) on boiler pumps.
- Started Phase 1 of HVAC Recommissioning.
- HVAC system to winter mode.
- 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](mailto:eugenejones@oldrochester.org)



## Rochester Memorial School

16 Pine Street  
Rochester, MA 02770  
(508) 763-2049



Heidi J. Letendre, Interim Principal  
[heidiletendre@oldrochester.org](mailto:heidiletendre@oldrochester.org)

Charles West, Assistant Principal  
[charleswest@oldrochester.org](mailto:charleswest@oldrochester.org)

To: Superintendent Michael Nelson  
Members of the Rochester Memorial School Committee  
Administrative Team Members

From: Heidi Letendre, Interim Principal  
Re: Principal's Report-School Committee Meeting October 5, 2023  
Date: September 29, 2023

Rochester Memorial School students have completed their first month of school and have settled into their daily school routines.

Our faculty start each day conducting Morning Meeting as outlined in the Responsive Classroom model. This is where classroom routines and expectations are modeled, reviewed and revisited, as needed. Many teachers embed content based curriculum material as part of their morning message or morning activity.

After-school programs began on Monday, September 25th and Mr. Woodward is the after-school program supervisor. There are approximately 200 students participating in various events. The program runs through the first and second week of November.

### RMS School Council:

- School Council members have been determined. There were 6 parents/guardians interested in serving on our School Council. This year's members are:
- Heidi Letendre, Interim Principal; Bridgit Wallenhaupt, Grade 4 Special Education Teacher; Lisa Mazzuca, Academic Interventionist; Donna Cisco, Paraprofessional.
- Our parents/guardians include Mr. Douglas-Sims, Mrs. Rounseville, Mr. Rosa and Mrs. Lee.
- The first meeting date will be on Wednesday, October 24th 3:30-4:30 PM in the RMS Conference Room.

### Voting Results:

Marcial Pais 27  
K. Douglas-Sims 46  
Barbara Lee 30



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Charles West, Assistant Principal  
[charleswest@oldrochester.org](mailto:charleswest@oldrochester.org)

Joshua Trombly 28  
Lazaro Rosa 33  
Ashley Rounseville 34

### Celebrations Committee:

The Celebrations Committee is a new initiative this year where faculty and staff are welcomed to join Mrs. Letendre in planning fun events for faculty and staff throughout the school year. The goal is to enhance our school culture and show appreciation for all of our educators and school faculty.

In addition, the committee is looking for ways to highlight students and plan events that do not interfere with the work of our Project 351 Influencers or our soon to be School Ambassadors. The first meeting took place on Monday, September 18th and the next meeting will take place on Wednesday, October 11th.

### Project 351:

- Currently, RMS has 13 new students signed up to participate in our Project 351 Playbook Initiative. This year, we welcomed 4th graders to sign up.
  - 4th Graders: 6 students
  - 5th Graders: 6 students
  - 6th Grader: 1 new student
  - 6th Graders: 10 students (22-23 school year)
- Most recently, RMS had two sixth graders present their goals and wishes for this school year at the Equity Subcommittee on Thursday, September 28, 2023.
- Thank you to Delaney Vieira and Adeline Chua for sharing their vision for RMS and using their voice to represent Rochester Memorial School.
- October 17th will be the first district-wide training for our Influencers under the direction of Lauren Millette

### New Faculty:

- Melissa Mills-paraprofessional in third grade
- Student Teachers:
  - Second Grade with Tess Hedblom and Jamie Alves: Alex Silveria
  - Sixth Grade with Forrest Cote: Elizabeth Oliver





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### Curriculum and Assessment Updates:

- During our September PLC meeting with staff, teachers met with Amanda Rathbun, from the Hill for Literacy. She guided our faculty through the *Into Reading* lessons and helped to outline some focus areas as an initial rollout.
- September 27, 2023 Faculty and Staff engaged in curriculum work based on their content area. Our teachers received training from Houghton Mifflin Harcourt on the various components of the *Into Reading* curriculum.
- The Dynamic Indicator for Early Literacy Skills (DIBELS) is an assessment that helps to identify students' strengths and areas needing improvement based on the foundational skills of literacy. This assessment helps to identify if students could be at risk of reading difficulties.
- DIBELS data is being analyzed to help identify Tiered II Instruction with our interventionists. Our teachers are also looking at the data to determine instructional focus areas within their classroom.
- Benchmark Data Meetings will take place in October for each grade level. These meetings will be facilitated by the Hill for Literacy and administration.
- Each student in grades K-6 was assessed in math using the AIMSWeb Platform.
- MCAS data has been initially reviewed with faculty and as a team we will be diving deeper into the data and standards to determine next steps to improve upon the areas needing additional instruction.

### Upcoming Dates:

- Meet and Greet the Interim Principal, Wednesday, October 4th from 5:30-6:30 PM in the RMS cafeteria
- Staff Meeting: Wednesday, October 4th
- Benchmark Meetings with Hill for Literacy
  - Oct. 16th, Kindergarten and 4th grade
  - October 18th, Grade 1, 5 and 6
  - October 26th, Grade 2 and 3
- PTO meeting, October 10th at 3:10 PM



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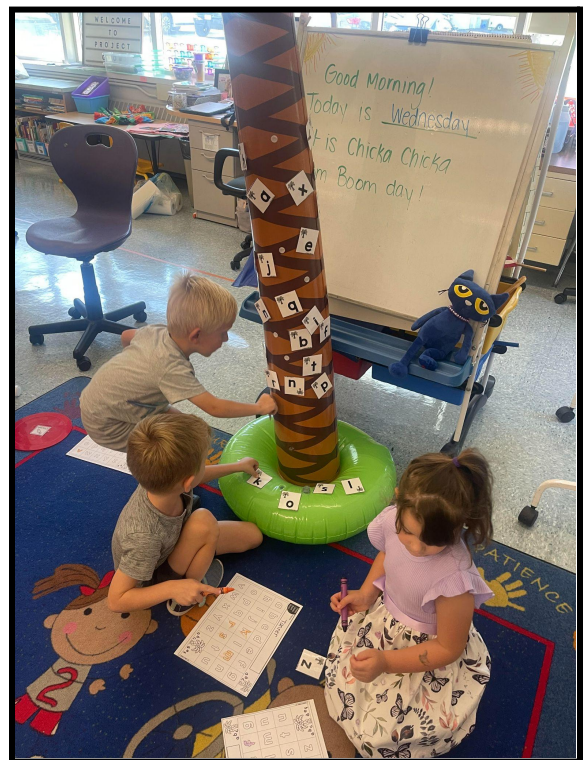
Charles West, Assistant Principal  
[charleswest@oldrochester.org](mailto:charleswest@oldrochester.org)

- Parent/Teacher Conferences: October 19th and 20th
  - Book Fair will be available on both days (1:00PM to 6:00 PM on Thursday and 1:00 PM to 3:00 PM on Friday)
- Staff Celebration's Committee Meeting, Wednesday, October 11th
- Nature's Classroom, Week of October 23rd-27th (Grade 6)
- New Teacher Mentor Meeting, October 26th 3:30-4:30PM

### **Pumpkin Art for a Writing Assignment**



### **Preschool Letter Identification Practice**





## Rochester Memorial School

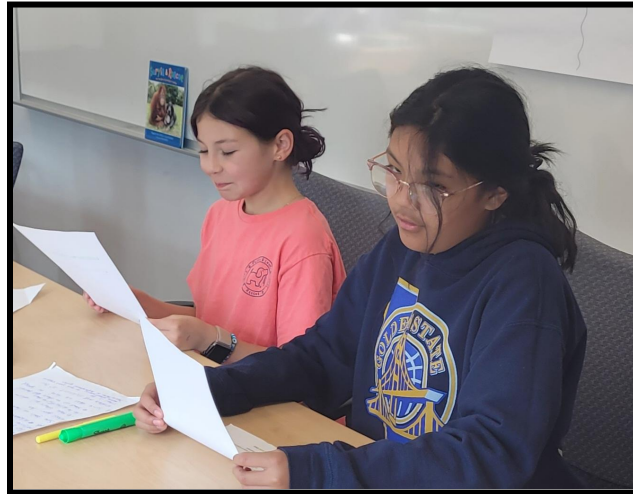
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### **6th Grade Influencers Delaney and Ady**



### **Equity Subcommittee Presentation-Thursday, September 28th**







## Rochester Memorial School

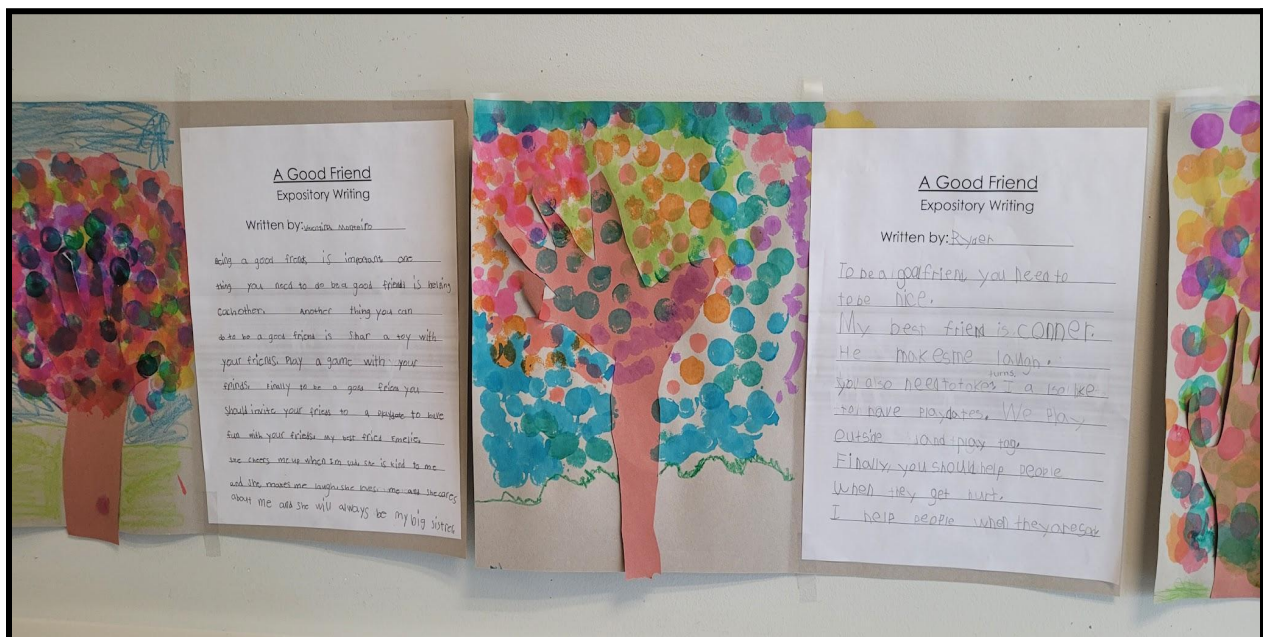
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### First Grade Writing with Hand Art





*READS Collaborative*  
**Quarterly Report Overview - September 2023**

- The new Executive Director, Dina Medeiros, assumed the role on July 17, 2023. The new director's Entry Plan along with proposed goals have been provided to the Board.
- **READS Strategic Plan Priorities- 2021-2024 ([www.readscollab.org](http://www.readscollab.org))**
  - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
    - READS continues to follow DESE guidance regarding COVID mitigation strategies. Masks are not required for the 23-24 school year, but are optional for staff and students who choose to wear one.
  - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
    - READS has secured a customized DEI Consultation and Support Services Agreement with Dr. Carlos Hoyt for the 2023-2024 school year.
    - READS continues to implement Collaborative Problem Solving through Think:Kids.
  - Enhance programs and services to better serve the students and families, our staff, and the member districts.
    - The Family Success Partnership support provided through District Services continues to grow with positive feedback from member districts.
    - District Services will now be providing the oversight and developing the contracts for Teacher of the Deaf and Audiological consultations. Audiological evaluations will also be processed through District Services.
    - The leadership for The Academy has been re-organized to provide increased consistency and oversight of the programming continuum pre-K to 12+.
  - 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 referrals and enrollment numbers are steadily increasing.
    - READS Board is considering the application from two districts for membership.
- **Fiscal Update**
  - READS will be in the process of developing the FY25 budget in the coming weeks.
- **Legislation/Compliance**
  - All DESE required reports have been submitted and certified.
  - Currently in the process of our mid cycle coordinated program review (CPR)
  - The amended collaborative agreement was approved by DESE and in effect as of July 1, 2023.
- **Student/Staff Feature**
  - ESY Programming was well attended for grades Pre-K - 6 at the Academy. Attendance was poor for the 7-12 group, but there was an increase in internships created including one for early childhood. Hopefully this increase in available internships will result in increased ESY attendance for ESY 2024.  
DHH ESY Programs ran smoothly.
  - This year, READS had a large number of nominees for Employee of the Year. The selection committee decided to award 4 employees with Employee of the Year:
    - Christine Souza - DHH, Carrie Smith - Academy, Jessica Legzdins - Business Office  
Carolyn Duval - District Services

Congratulations to all those nominated and those selected!

Follow READS through Twitter: @READSCollab; @ReadsEast, and on Instagram: @reads\_dhh

## REQUEST FOR TRANSFER FROM THE RESERVE FUND

Date: September 25, 2023

Departments: RMS \_\_\_\_\_

Finance Committee  
Town of Rochester

Request is hereby made for the following transfer from the Reserve Fund in accordance with Chapter 40, Section 6, of the Massachusetts General Laws:

- 1.) Amount Requested: \$20,000
- 2.) To Be Transferred to: RMS Budget - 088 maint
- 3.) Present Balance in said Appropriation: \_\_\_\_\_
- 4.) The Amount requested will be used for: (Give Specific Purpose)  
RMS Roof top Unit (RTU) D3
- 5.) This expenditure is extraordinary and/or unforeseen for the following reason:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Department Head: Howard Barker

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### ACTION OF THE FINANCE COMMITTEE

Transfer voted in the amount sum of \$ 20,000

Finance Committee Approval

Kenneth S. Allen  
Pres. A.  
J. B. J.

(Signature)  
\_\_\_\_\_  
\_\_\_\_\_

**ROCHESTER PUBLIC SCHOOLS**  
**Rochester, Massachusetts**

TO: Town Clerk, Town of Rochester, Massachusetts  
DATE: October 3, 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.**

**Thursday, October 5, 2023 at 6:30pm**

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**

**October 5, 2023 at 6:30pm**

**ZOOM LINK:**

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U2lIQT09>

Meeting ID: 968 1584 5547

Passcode: 146869

*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.*

**MEETING TO ORDER**

**PLEDGE OF ALLEGIANCE**

**RECOGNITION OF ACHIEVEMENT**

**I. Approval of Minutes**

**A. Regular Session: August 31, 2023**

**B. Executive Session: August 31, 2023**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. General**

**A. Hill for Literacy Updates**

**B. Approval of Student Handbook**

**C. Approval of Disposal of Materials**

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

**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 Subcommittee
      - 8. Equity Subcommittee
    - C. School Committee Reorganization
  - IX. Future Business
    - A. Timeline
    - B. Future Agenda Items
  - X. Open Comments
  - XI. Information Items
  - XII. Executive Session
- ADJOURNMENT