

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

**MEETING MINUTES
December 14, 2023**

Regular meeting of the Rochester School Committee was held on Thursday, December 14, 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 - arrived 6:43pm), Katherine Duggan (in-person), Anne Fernandes (in-person), and Robin Rounseville (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 6:33pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set and the meeting is being recorded. The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session – November 2, 2023

Recommendation:

That the School Committee review and approve the minutes of November 2, 2023.

MOTION: by Ms. Rounseville to approve the Regular Meeting minutes of November 2, 2023 as presented
SECONDED: Ms. Duggan
OPPOSED: None
MOTION PASSED: 4:0

1. B. Approval of Minutes – Executive Session – November 2, 2023

Recommendation:

That the School Committee review and approve the minutes of November 2, 2023.

MOTION: by Ms. Fernandes to approve the Executive Session minutes of November 2, 2023 as presented
SECONDED: Ms. Rounseville
OPPOSED: None
MOTION PASSED: 4:0

1. C. Approval of Minutes – Budget Subcommittee – November 2, 2023

Recommendation:

That the School Committee review and approve the minutes of November 2, 2023.

MOTION: by Ms. Rounseville to approve the Budget Subcommittee minutes of November 2, 2023 as presented
SECONDED: Ms. Duggan
OPPOSED: None
MOTION PASSED: 3:0 (Ms. Fernandes abstain)

IV. General

A. Approval of School Improvement Plan

Recommendation:

That the School Committee review for approval the 2023-2024 School Improvement Plan.

Superintendent Nelson introduced Dr. Fedorowicz and Ms. Letendre to share a presentation of the 2023-2024 School Improvement Plan for Rochester Memorial School. He explained that Vision 2028 guides the school improvement plan which informs the processes and goals for administrators, principals, faculty and so on. Ms. Letendre introduced two present school council members and reviewed the plan explaining that the plan was developed in collaboration with the school council. Please see appendix A. Superintendent Nelson concluded the presentation explaining that as shown by the current objectives, literacy is the main focus and the district is strategically not taking on many other initiatives.

School Committee Feedback:

Chairperson Hartley thanked the administration and the school council members for attending the meeting and their contributions to this process. She said student leadership stands out for her from the presentation and asked whom the student ambassadors meet with. Ms. Letendre shared that Sharon Cruz and Jamie Pacheco guide the students but the students are taking charge and using their voice. There are over 20 student ambassadors and 21 Project 351 student influencers.

Ms. Fernandes asked if there were updates in recent years to responsive classroom in regards to objective four. Superintendent Nelson shared that Fly Five is the most recent update and so far the clinical team and the administration have heard a presentation. The administration is looking into piloting. Ms. Fernandes asked if there were any little changes. Ms. Letendre said a tips newsletter is shared regularly with all staff.

Ms. Rounseville asked how the school improvement plan is shared. Ms. Letendre said once it is approved, it is shared on the website and at staff meetings.

MOTION: by Ms. Rounseville to approve the School Improvement Plan as presented
SECONDED: Ms. Duggan
OPPOSED: None
ROLL CALL: Sharon Hartley (yes); Jason Chisholm (yes); Katherine Duggan (yes); Anne Fernandes (yes); Robin Rounseville (yes)
MOTION PASSED: 5:0

B. Acceptance of New Member Districts to READS Collaborative

Recommendation:

That the School Committee review for approval the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024. Superintendent Nelson informed the school committee that over many months there has been many conversations among the READS Board of Directors (which includes him) regarding two new school districts to READS Collaborative. Most recently, the Board voted to allow admittance of Brockton Public Schools and Whitman-Hanson Regional Public Schools after meeting with the Superintendent and other administration from each district. Rochester Public Schools is a READS member, so the school committee needs to vote on the matter as well as all other member districts.

School Committee Feedback:

Ms. Duggan asked if adding these two districts would have any ramifications for our student services. Superintendent Nelson explained that there is no direct impact on our schools. It does allow for more member benefits for the new districts if approved and adds their Superintendent to the Board of Directors.

MOTION: by Ms. Rounseville: At the READS Board of Directors meeting on November 16, 2023, by a majority vote, the board members voted to allow admittance of two new school districts, the Brockton Public School District and the Whitman-Hanson Regional Public School District, to READS Collaborative. This vote is subject to majority vote of two-thirds of the READS Collaborative Member School Committees. Pursuant to Section IX: Procedure and Timeline for Admitting New Member Districts as outlined in the READS Collaborative Agreement: Rochester Public Schools, by a vote of our School Committee, approve the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024.

SECONDED: Ms. Fernandes
OPPOSED: None
ROLL CALL: Sharon Hartley (yes); Jason Chisholm (yes); Katherine Duggan (yes); Anne Fernandes (yes); Robin Rounseville (yes)
MOTION PASSED: 5:0

C. Approval of Donation(s)

Recommendation:

That the School Committee review the following book donations from RMS PTO: *Fearless Feline: 30 True Tales of Courageous Cats* by Kimberlie Hamilton, *Witch & Wombat* by Ashley Belote, *Boop!* by Bea Birdsong, *Tumble* by Adriana Hernandez Bergstrom, *Our Day of the Dead Celebration* by Anan Aranda, *Duck on a Tractor* by David Shannon, *Hickory Dickory Dock (Pete the Cat)* by James & Kimberly Dean, *The Last Kids on Earth and The Forbidden Fortress (Last Kids on Earth, Book 8)* by Max Brallier, *The Cursed Moon* by Angela Cervantes, *Odder* by Katherine Applegate, *I Survived the Wellington Avalanche, 1910* by Lauren Tarshis, *The Official Harry Potter Baking Book* by Joanna Farrow, *Big Book of Who – Basketball Sports Illustrated Kids*, *The MLB Encyclopedia* by Brendan Flynn, *World's Most Extreme Animals* by Karen McGhee, *The History Book (Our World in Pictures)* by DK Publishing Smithsonian, *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team* by Christina Soontornvat, *The Bad Guys Series Books 6 – 10: Alien vs Bad Guys (Book 6), Do-You-Think-He-Saurus?! (Book 7), Superbad (Book 8), The Big Bad Wolf (Book 9), and The Baddest Day Ever (Book 10)* by Aaron Blabey, *What Do We Know About Crop Circles?* By Ben Hubbard, *What Do We Know About Loch Ness Monster?* by Steve Kotre, *What Do We Know About Bigfoot?* By Steve Kotre, *What Do We Know About Atlantis?* By Emma Carlson Berne, *Branches: Press Start! Book series* by Thomas Flintham (*Game Over Super Rabbit Boy! Book 1, Super Rabbit Boy Powers Up! Book 2, Super Rabbit Racers! Book 3, Super Rabbit Boy vs Super Rabbit Boss! Book 4 and Super Rabbit Boy Blasts Off! Book 5*), *I Survived the Great Chicago Fire, 1871* by Lauren Tarshis, *I Survived the American Revolution, 1776* by Lauren Tarshis, *Simon and the Better Bone* by Corey R. Tabor, *The Umbrella* by Beth Ferry and *Dog Man – Twenty Thousand Fleas Under the Sea* by Dav Pilkey.

Superintendent Nelson read the list of books above and thanked the RMS PTO for their generous donation for the school committee's review.

MOTION: by Ms. Rounseville to accept all of the listed books as presented

SECONDED: Ms. Fernandes

OPPOSED: None

ROLL CALL: Sharon Hartley (yes); Jason Chisholm (yes); Katherine Duggan (yes); Anne Fernandes (yes); Robin Rounseville (yes)

MOTION PASSED: 5:0

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Mr. Barber reported that the Rochester School District currently has \$283,506 available of the general funds appropriated in the 2024 Fiscal Year.

\$ 6,816,930 - General Funds Approved

\$ 6,533,424 – Obligations Paid Year to Date

\$ 285,506 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$208,563, of which the excess liability balance for committed cost is (\$2,369).

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Food Service Director's Report (By: Jill Henesey) dated December 2023 as follows:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Meal participation continues to grow strong.
- The Food service department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Facilities Director's Report (By: Gene Jones) dated December 2023 as follows:

- Submitted Capital Improvements to Town.
- Contractor chosen for front entrance sand/prime/paint, will be completed during April Break.
- Conducted routine maintenance on all facility systems.

D. Personnel

Mr. Pedro Silva joined as a long-term substitute for Mrs. Kaitlyn Larpise.

VI. CHAIRPERSON'S REPORT:

Chairperson Hartley shared that in various spots out in the community she has heard positive things about the schools in the tri-town. At the Council on Aging, she overheard seniors discussing their pride of the schools locally and at a local store she heard a community member talking to retired teachers about how well her student was educated at Rochester Memorial School. She added it was great to hear these conversations, not being a part of them and wanted to share them with those present at the meeting tonight.

Chairperson Hartley informed the committee that she had received an email regarding a policy request. She shared the information with Ms. Duggan, the committee's representative on the Policy Subcommittee, which will be addressed at their next meeting.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson discussed all of the schools being consistent with weekly principal newsletters and a monthly superintendent newsletter. He highlighted seeing a recent performance at the high school of Romeo and Juliet, attending the 30th anniversary Tri-Town Thanksgiving banquet for seniors at the junior high school and all of the schools holiday shows happening this month.

Dr. Fedorowicz discussed the following:

We are continuing with the rollout of the new IntoReading core literacy instructional materials. We have a lot of supports in place with the HILL to implement the literacy. Each grade level has monthly data and implementation meetings with the HILL. We also have our monthly DLLT and Admin meetings to support teachers and address any concerns. I want to say thank you to our educators because it is a lot of work to learn a new curriculum and roll it out for our students. So much hard work! A special thank you to Ms. Letendre and Mr. West because it is a lot of work behind the scenes. In addition support and recognition for our teachers and admin on the hard work and commitment. Thank you. I also would like to just reiterate that a lot of effort comes with the change and it many cases, there is likely to be an implementation dip, which might be reflected this year's MCAS scores. It is temporary but does sometimes come with a big change in curriculum...no matter the subject.

We had our second full Professional Development day on the Nov. 7th. The teachers continued to focus on Science of Reading training and district-wide collaborative planning by grade level, which was well received. Our next half PD day is on January 31 and we will continue with our Science of Reading

Our new teachers had a training session with our returning trainer and author from last year, Dr. Robin Gilpatrick, on Classroom management. She was a grade 6 teacher and based on feedback from last year and this year, has effective management ideas for teachers.

We have had four Learning Walks so far this year. We visit 16 classrooms in various subject areas and collaborated on the great teaching and learning and areas we want to adjust and using the DESE Focus Indicators and Culturally Responsive Look Fors that are aligned with the teacher evaluation rubric. Again, this in non-evaluative and a way for administrators to have PD related to productive conversations around teaching and learning in buildings.

We applied for and were awarded, again this year, to be a part of the Project351 Playmaker backed by the Celtics to promote sense of belonging in the district. But this year we came as a model district. Ms. Millette (Dir of guidance) and I went to the Celtics training camp this past Saturday where they hosted multiple districts to attend the training. Ms. Millette presented to the other districts on how P351 has had a successful rollout in our district for the students and she was able to share tips and tricks for the workshops. I shared how we expanded Project 351 Playmaker to training for educators, which is new. We began this at our last Nov. 7th professional development day for our secondary teachers going through scenarios and promoting a sense of belonging which was led by

students. Ms. Millette continues to work with principals to continue to work with students grades 4-12. Just want to celebrate and recognize Ms. Millette for the time, effort and dedication.

Ms. Lincoln thanked the community for their support, along with the police departments of Marion, Mattapoissett and Rochester for their participation and donations to Unified Sports at the recent basketball game. Over \$3,000 was raised from contributions from attendees and the police departments.

PRINCIPAL'S REPORTS

Ms. Letendre reported the following:

Hour of Code:

- Took place the week of December 4th. The Hour of Code is a global initiative that introduces students to the world of computer programming and coding.
- During the Hour of Code, students will have the opportunity to explore coding through interactive activities, games, and puzzles. This initiative aims to demystify coding and show that anyone can learn the basics of computer science.

STEM Challenges:

- The kindergarten students were working with Mr. Huckabee in STEM class to create Santa's Sled. They had to create a design to rescue the elf from the snowy mountains. There were three different hills with different surfaces. The students were designing a sled that would carry him down the mountain.
- In the upper grades, students had to design their own Turkey Launcher that had to get the turkey over a wall.

Annual Tree Lighting:

- On Monday, December 4th RMS students and faculty participated in the annual Tree Lighting at the Town Hall.
- Students were encouraged to join Ms. Susan Audette, music teacher and Mrs. Laprise, band teacher, to sing holiday songs at the Town Hall. We had a great turnout and it was a wonderful experience to kick off the holiday season.
- Adrianna Clark, 5th grade student, was selected as the Annual Tree Lighting Poster Contest winner and she was chosen to light the Christmas tree.

RMS School Council:

- The School Council has been actively meeting to write the first year of our School Improvement Plan that is aligned with the newly adopted District Strategic Plan.
- The next action step is to write a two-year strategic plan.

Celebrations Committee:

- The Celebrations Committee planned Secret Santa for the Faculty and Staff paired with Ugly Sweater Day. December 21st when we will have a staff breakfast.
- We celebrated World Kindness Day on November 13, 2023. The faculty sent kindness notes to one another throughout a two week period.

Student Ambassadors:

- Are led by Mrs. Cruz and Mrs. Pacheco and they meet biweekly to plan school events.
- Their first event was Pajama Day on Wednesday, November 22, 2023

Project 351:

- Mrs. Letendre, Mr. West and Mrs. Cruz will be meeting with the Project 351 Influencers on a monthly basis. So far, we have had two working lunch meetings with the students.
- Students are creating social scenarios for each grade level to problem solve. The influencers want to visit each classroom and work with the different grade levels to help guide their peers in problem solving age appropriate issues that may arise.

Curriculum and Assessment Updates:

- Progress Monitoring Data Meetings took place with Hill for Literacy the week of November 27th. Each grade level met with other grade level teachers across the district to educate teachers about the frequency of progress monitoring and what the focus areas will look like for each grade level.
- Mid-year Benchmark Assessments will take place mid to late January

PTO Update:

- The Skydome Planetarium visited RMS and all of the students attended this assembly. Students went inside a huge dome-like setting where they learned about the solar system. This was an amazing experience for our students.

- The PTO set up an Apple Taco Bar for all of RMS faculty and staff in October. It was delicious and well received by all.
- We like to thank you to our PTO for all they do for RMS students and staff.
- The annual Elf Shoppe was open for students to purchase gifts for family and friends the week of December 4th. Our students were very excited to be gift givers during the holiday season.

Personnel:

- Mrs. Kaitlyn Laprise began her maternity leave. Mr. Pedro Silva has joined RMS as the long-term substitute for Mrs. Laprise.

Upcoming Dates:

- Staff Celebration’s Committee Meeting, Wednesday, December 13th
- Hill for Literacy Grade Level Meetings, December 14th
- Winter Concert for the school, December 21st at 9:30 AM and 2:00 PM performance for families

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – Ms. Hartley reported the next meeting is in January.
2. ORR District School Committee – Mr. Chisholm reported they last met in November and the next meeting is December 21st but may be changed due to the holidays.
3. SMEC – Ms. Fernandes reported they met on November 28th and approved minutes, staff appointments/resignations, approved the FY23 fiscal audit, approved the draft annual report and discussed the new IEP and upcoming training. They meet again on January 30th.
4. READS – Superintendent Nelson reported at the last meeting they reviewed the FY23 audit and the FY24 budget.
5. Tri-Town Education Foundation Fund – No report.
6. Early Childhood Council – Ms. Duggan reported they next meet on January 24th.
7. Policy Subcommittee – Ms. Duggan reported they next meet on December 21st.
8. Equity Subcommittee – Mr. Chisholm reported the next meeting is on January 18th.
9. MASC – No report.

IX. Future Business

A. Timeline

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

Rochester School Committee

January 25, 2024 at 6:30pm

Hybrid Format

Joint School Committee

January 18, 2024 at 6:30pm

Hybrid Format

B. FUTURE AGENDA ITEMS

- Initial Budget Review (January)
- Health Unit Application (February)
- Budget Approval (public hearings) (March)
- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- Approval of Leases (June)

X. Open Comments

Chairperson Hartley stated the following:

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 the side wall and those on zoom, if you are attending this meeting by 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.

There were no public comments.

XI. Information Items

Superintendent Nelson provided the READS Annual Report for 2022-2023 to the school committee as information items.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 7:33pm.

MOTION: by Ms. Fernandes to adjourn the Regular Session at 7:33pm.

SECONDED: Ms. Rounseville

OPPOSED: None

ROLL CALL: Sharon Hartley (yes); Jason Chisholm (yes); Katherine Duggan (yes); Anne Fernandes (yes); Robin Rounseville (yes)

MOTION PASSED: 5:0

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2023-2024 ROCHESTER MEMORIAL SCHOOL IMPROVEMENT PLAN

MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 are dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

THEORY OF ACTION

IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

STRATEGIC OBJECTIVES

1. & 2. Teaching & Learning	3. Support Systems	4. Climate & Culture	5. Safe Schools
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Strategic Objective #1: Teaching & Learning

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan (multi-year)	Assistant Superintendent of Teaching and Learning, Building Administration, Faculty, Staff, & District Literacy Leadership Team	Implement the Core Literacy Program, <i>Into Reading</i> , in collaboration with Hill for Literacy	<ol style="list-style-type: none"> 1. Provide <i>Into Reading</i> resources to teachers 2. Provide Professional Development (PD) to staff members around implementing the <i>Into Reading</i> program through Houghton Mifflin Harcourt. 	<ol style="list-style-type: none"> 1. Teachers have resources for the implementation of <i>Into Reading</i>. 2. Monthly agendas from Hill for Literacy and PLC meetings 3. The curriculum review cycle has been

	(DLLT) Members	Teachers teaching outside of literacy will engage in the curriculum review cycle through PD	<ol style="list-style-type: none"> 3. Provide monthly support to teachers through the Hill for Literacy around best practices in literacy instruction 4. Provide PD time for content area teachers to engage in curriculum discussions based on the content area in alignment with the Curriculum Review Cycle 	<ol style="list-style-type: none"> 4. PD offerings in SMART PD are outlined and listed
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction (multi-year)	Assistant Superintendent of Teaching and Learning, Building Administration, Faculty and Staff in conjunction with Hill for Literacy	Outline a literacy and math assessment schedule to measure, monitor and analyze student achievement	<ol style="list-style-type: none"> 1. The District Literacy Leadership Team (DLLT) is identified and meetings are scheduled throughout the school year 2. Develop an assessment schedule for literacy and math 3. Initial progress monitoring of student growth takes place a couple of times a year 4. Conduct data meetings 3-5 times a year and identify areas of strength and areas needing intervention 	<ol style="list-style-type: none"> 1. The DLLT meetings are scheduled and attended. 2. Math and Literacy assessments are administered three times a year based on the assessment schedule. 3. Student benchmark and progress monitoring data is reviewed and analyzed to drive instructional practices. 4. Data meetings take place during PLC time
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope	Assistant Superintendent of Teaching and Learning, Instructional	Utilize the district's curriculum management system to update curriculum in content areas as	<ol style="list-style-type: none"> 1. Designated RMS administration and faculty members will attend monthly Instructional Council meetings 	<ol style="list-style-type: none"> 1. Instructional Council agendas show a review of curriculum updates

and sequence for vertical articulation of standards covered during grade level transitions, daily instruction and assessments. (multi-year)	Council, Administration, Faculty and Staff	applicable to RMS	2. Members of the Instructional Council will report back to faculty and staff of any updates and changes relating to PD and curriculum plans	2. Curriculum updates are available to teachers in our curriculum management system
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Strategic Objective #2: Teaching & Learning
Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised PD planning process that supports effective and equitable teaching and learning with consistent and dedicated time. (multi-year)	Assistant Superintendent of Teaching and Learning, Principals, Instructional Council	The District Instructional Council will provide input on the 2023-2024 PD plan Staff will provide feedback at the end of each PD day	1. RMS faculty will provide feedback on the PD offerings throughout the school year to determine its effectiveness and next steps 2. Survey data from PD offerings from RMS and the district will be analyzed with the Instructional Council to be considered in the PD planning process	1. Survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators 2. Instructional Council agendas reflect discussion on survey results from PD offerings 3. PD plans reflect input from the survey results 4. Surveys are prepared and uploaded to SMART PD for educators to complete

				at the end of each PD session
2.5 Provide PD to support and implement adoption of the current Literacy Action Plan (multi-year)	Assistant Superintendent of Teaching and Learning, Instructional Council, Principal and Teachers	Implement the current District Literacy Action Plan RMS teachers will engage in Science of Reading Modules, (SOR)	<ol style="list-style-type: none"> 1. Provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program 2. PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy, during PLC meetings 3. Data meetings take place 3-5 times a year 4. SOR training modules are offered during PD Days, and/or PLC time 	<ol style="list-style-type: none"> 1. The <i>Into Reading</i> Program is implemented daily and faculty have the necessary resources to implement this program 2. PD schedule has been implemented and outlined for the school year 3. Data meetings take place and are used to inform teaching and learning 4. SOR Modules are completed by RMS educators

Strategic Objective #3: Support Systems

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting. (multi-year)	Director of Student Services, RMS Administration, Faculty & Staff	RMS will identify its current systems of support and create action steps to enhance our current structures in place	<ol style="list-style-type: none"> 1. Identify the systems of support for academics and social and emotional learning (SEL) at RMS 2. Targeted staff will participate in the development and implementation of the 	<ol style="list-style-type: none"> 1. Outline current systems of support for RMS in academics and SEL including Responsive Classroom 2. Safe and Supportive Schools Grant initiatives will be

			<p>Safe and Supportive Schools grant</p> <ol style="list-style-type: none"> Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly RMS educators will use the assigned FLEX block to provide intervention and enrichment to students 	<p>shared at the building level and reported out to staff, as applicable</p> <ol style="list-style-type: none"> BBST/SRST meetings are attended and action steps are identified to support students PLC and grade level meeting time is used to plan FLEX Block focus areas for student success
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Strategic Objective #4: Climate & Culture
 Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
<p>4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students. (multi-year)</p>	<p>RMS Administration, Faculty, and Staff</p>	<p>Continue to implement the Responsive Classroom Curriculum daily</p>	<ol style="list-style-type: none"> Responsive Classroom techniques including: Morning Meeting, school & classroom rules, behavior supports, and restorative practices, will be implemented school-wide Provide Responsive Classroom resources to faculty 	<ol style="list-style-type: none"> Review expectations at the fall staff meeting and throughout the year as applicable Responsive Classroom's scope and sequence are followed Responsive Classroom Midweek Minute newsletters are shared weekly/monthly with faculty and staff

<p>4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. (multi-year)</p>	<p>RMS Building Administration, Faculty, and Staff</p>	<p>To provide consistent and informative news to RMS families faculty, and staff</p>	<ol style="list-style-type: none"> 1. Weekly newsletters (SMORE) are sent out on Sunday afternoons 2. Blackboard messages are created to inform RMS families, faculty, and staff of important school-related events and/or community events 3. The school website is up-to-date highlighting school events and happenings 4. Provide Monday Minutes to faculty 	<ol style="list-style-type: none"> 1. RMS Minute is sent weekly to update staff and families in regards to upcoming happenings 2. The SMORE will be posted on Facebook weekly, by the end of year 3. RMS events are added to our school calendar and included in the weekly SMORE 4. Monday Minutes are sent to staff weekly, by the building principal
<p>4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all. (multi-year)</p>	<p>ORR Director of Guidance, RMS Administration, Social Workers, & Classroom Teachers</p>	<p>Provide opportunities to highlight student voice within RMS on a bi-weekly/monthly basis</p>	<ol style="list-style-type: none"> 1. Identify Project 351 Influencers in grades 4-6 2. Hold monthly meetings with Project 351 students 3. Hold bi-monthly meetings with School Ambassadors 	<ol style="list-style-type: none"> 1. RMS Influencers attend the four training meetings and attend monthly meetings 2. Students meet to share ideas and problem-solve with their peers throughout the year 3. School-based initiatives are identified by Project 351 students and school-based Ambassadors
<p>4.5 Provide professional development to support and implement best</p>	<p>RMS Administration, Faculty, and Staff</p>	<p>Use PowerSchool as a consistent approach for tracking student incidents</p>	<ol style="list-style-type: none"> 1. Provide training to faculty/staff and administration on the use of PowerSchool Incident Reporting 	<ol style="list-style-type: none"> 1. Training on how to document incident reports within PowerSchool

practices related to tracking and improving student behavior and discipline			2. Create a clear outline of discipline procedures for faculty and staff	2. PowerSchool incident reporting is completed on an as-needed basis 3. Opening day meeting agenda reflects time spent explaining the new system
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Strategic Objective #5: Safe Schools
Ensure safe, secure, and equitable learning environments in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional development to school community members regarding physical and cyber safety and security practices. (multi-year)	District Business Office, Superintendent's Office, Principal & Assistant Principal	RMS faculty and staff will participate in physical and cyber safety training to reinforce best practices	<ol style="list-style-type: none"> 1. Provide faculty and staff training on school safety and cyber security 2. Conduct safety drills throughout the school year in alignment with the safety manual 3. Professional training in Crisis Prevention Intervention (CPI) 4. Invite local police and fire department personnel to visit and walk the schools 	<ol style="list-style-type: none"> 1. Training take place throughout the year on ALICE training 2. Fire drills are conducted with the support of the RMS Fire Department 3. Updated manual shared with The Leadership Council to be followed in emergencies 4. Staff training in CPI takes place each fall and throughout the year, as needed
5.4 Establish short and long term capital plans for all school buildings, grounds,	District Business Office, Director of Facilities, Superintendent's Office, RMS Head	Determine facility and grounds' needs through meetings and walkthroughs with Director of	<ol style="list-style-type: none"> 1. School administration will meet with the district administrative department heads to target areas of need in the building 	<ol style="list-style-type: none"> 1. Items added to the Capital Plan to be reviewed with town leadership 2. Building walks occur

and facility operations. (multi-year)	Custodian, and Principal	Maintenance for RMS, District Business Office, and Superintendent	<ol style="list-style-type: none">2. School and district administration will meet with town officials to walk the building and view areas of need3. Items agreed upon will be added to the town's capital improvement planning	<ol style="list-style-type: none">with a focus on high-need areas3. Town capital planning documents reflect the needs identified

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

December 14, 2023 at 6:30 PM

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U2U11QT09>

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: November 2, 2023**
- B. **Executive Session: November 2, 2023**
- C. **Budget Subcommittee: November 2, 2023**

II. Consent Agenda

III. Agenda Items Pending

IV. General

- A. **Approval of School Improvement Plan**
- B. **Acceptance of New Member Districts to READS Collaborative**
- C. **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 Education Foundation Fund**
 - 6. **Early Childhood Council**
 - 7. **Policy Subcommittee**
 - 8. **Equity Subcommittee**
 - 9. **MASC**
- C. School Committee Reorganization

IX. Future Business

- A. **Timeline**
- B. **Future Agenda Items**

X. Open Comments

XI. Information Items

XII. Executive Session

ADJOURNMENT

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS**

TO: Rochester School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: December 12, 2023
RE: Agenda Items

The following items are on the agenda for December 14, 2023.

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of November 2, 2023. Please refer to “RSC 12142023 November Regular Minutes”.

I.B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of November 2, 2023.

I.C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of November 2, 2023. Please refer to “RSC 12142023 November Budget Minutes”.

IV. General

A. Approval of School Improvement Plan

Recommendation:

That the School Committee review for approval the 2023-2024 School Improvement Plan. Please refer to “RSC 12142023 School Improvement Plan”.

B. Acceptance of new Member Districts to READS Collaborative

Recommendation:

That the School Committee review for approval the admittance of the Brockton Public School District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024. Please refer to “RSC 12142023 School Improvement Plan”.

C. Approval of Donation(s)

Recommendation:

That the School Committee review the following book donations from RMS PTO: *Fearless Feline: 30 True Tales of Courageous Cats* by Kimberlie Hamilton, *Witch & Wombat* by Ashley Belote, *Boop!* by Bea Birdsong, *Tumble* by Adriana Hernandez Bergstrom, *Our Day of the Dead Celebration* by Anan Aranda, *Duck on a Tractor* by David Shannon, *Hickory Dickory Dock (Pete the Cat)* by James & Kimberly Dean, *The Last Kids on Earth and The Forbidden Fortress (Last Kids on Earth, Book 8)* by Max Brallier, *The Cursed Moon* by Angela Cervantes, *Odder* by Katherine Applegate, *I Survived the Wellington Avalanche, 1910* by Lauren Tarshis, *The Official Harry Potter Baking Book* by Joanna Farrow, *Big Book of Who – Basketball Sports Illustrated Kids*, *The MLB Encyclopedia* by Brendan Flynn, *World’s Most Extreme Animals* by Karen McGhee, *The History Book (Our World in Pictures)* by DK Publishing Smithsonian, *All Thirteen: The Incredible Cave Rescue of the Thai Boys’ Soccer Team* by Christina Soontornvat, *The Bad Guys Series Books 6 – 10: Alien vs Bad Guys (Book 6), Do-You-Think-He-Saurus?! (Book 7), Superbad (Book 8), The Big Bad Wolf (Book 9), and The Baddest Day Ever (Book 10)* by Aaron Blabey, *What Do We Know About Crop Circles?* By Ben Hubbard, *What Do We Know About Loch Ness Monster?* by Steve Kotre, *What Do We Know About Bigfoot?* By Steve Kotre, *What Do We Know About Atlantis?* By Emma Carlson Berne, *Branches: Press Start! Book series* by Thomas Flintham (*Game Over Super Rabbit Boy! Book 1, Super Rabbit Boy Powers Up! Book 2, Super Rabbit Racers! Book 3, Super Rabbit Boy vs Super Rabbit Boss! Book 4 and Super Rabbit Boy Blasts Off! Book 5*), *I Survived the Great Chicago Fire, 1871* by Lauren Tarshis, *I Survived the American Revolution, 1776* by Lauren Tarshis, *Simon and the Better Bone* by Corey R. Tabor, *The Umbrella* by Beth Ferry and *Dog Man – Twenty Thousand Fleas Under the Sea* by Dav Pilkey.

D. Personnel

Mrs. Kaitlyn Laprise began her maternity leave. Mr. Pedro Silva has joined RMS as the long-term substitute for Mrs. Laprise.

V. New Business

B. Committee Reports

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 12142023 Financial Memo”, “RSC 12142023 FY 24 Financial Report – General Operating” and “RSC 12142023 Financial Report – BCAHS”.

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 12142023 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 12142023 Facilities Director Report”.

IX. Future Business

A. Timeline

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

Rochester School Committee

January 25, 2024 at Rochester Memorial School

Joint School Committee

January 18, 2024 at ORR Jr. High School

B. FUTURE AGENDA ITEMS

- 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)
- Student Handbook (June)
- Approval of Leases (June)

XI. Information Items

Recommendation:

That the School Committee review the READS Annual Report for 2022-2023. Please refer to “RSC 12142023 READS Annual Report”.

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
November 2, 2023**

Regular meeting of the Rochester School Committee was held on Thursday, November 2, 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, Anne Fernandes (in-person), Robin Rounseville (in-person) and Katherine Duggan (in-person).

COMMITTEE MEMBERS NOT PRESENT: Jason Chisholm

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); 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.

I. Approval of Minutes

A. Approval of Minutes – Regular Session: October 5, 2023

MOTION: Ms. Duggan to approve the October 5, 2023 minutes as presented

SECOND: Ms. Rounseville

MOTION PASSED (4:0)

C. Approval of Minutes – Budget Subcommittee: October 5, 2023

MOTION: Ms. Rounseville to approve the October 5, 2023 budget subcommittee minutes as presented

SECOND: Ms. Fernandes

MOTION PASSED (4:0)

IV. General

A. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

Superintendent Nelson informed the school committee that the state's focus for MCAS is looking at the road to learning recovery, where the students were in 2019 and where they are now. There are points of pride district wide, and plans for improving academic achievements post-pandemic. He commented that MCAS is a valuable tool but only one data point and the district's focus remains the whole child. Dr. Fedorowicz and Ms. Letendre presented district wide MCAS results along with specific information regarding Rochester Memorial School. Please see appendix A.

School Committee Feedback:

Chairperson Hartley commended the administration for the presentation and thanked them for reviewing and presenting the data, showing the strengths and developing action steps.

Ms. Fernandes asked if writing is integrated in IntoReading and if staff is being trained to utilize it. Dr. Fedorowicz confirmed teachers are using writing through IntoReading and will be incorporating more and more as they become more familiar with the new curriculum. Ms. Fernandes commended the faculty for diving right in.

Ms. Rounseville asked what assessments are happening routinely aside from MCAS and if these also saw similar dips and changes since the pandemic. Superintendent Nelson said assessments include Aimsweb, IXL, teaching benchmarks and observations among other tools. Ms. Letendre added that they do see some similarities in results in individual students.

Ms. Rounseville asked how flex time is managed. Ms. Letendre said each grade has half an hour per day and teachers work together to determine the greatest need for each individual student. They review student progress every 6-8 weeks. Superintendent Nelson added that administration and staff are always looking for areas of growth and the MCAS data, along with other data, is complex.

B. 2024-2025 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2024-2025 school year. Superintendent Nelson commented that the draft calendar is modeled on the decisions made by the Joint School Committee last year. His office is currently collecting data from stakeholders and he recommended the school committee members share any feedback with the Chairperson in the coming weeks. This draft has been shared with the associations district wide and the principals will be sharing with school council as well.

V. New Business

C. Business

1. Financial Report

Mr. Barber reported the following:

The Rochester School District currently has \$625,497 available of the general funds appropriated in the 2024 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

\$ 6,191,433 – Obligations Paid Year to Date

\$ 625,497 - 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

\$ 210,672 - Obligations Paid Year to Date

(\$ 2,109) - 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.
- The food service department is gearing up to work with the ORR Junior High School once again to bring back the Tri-Town Senior Citizen Thanksgiving Dinner Event.
- 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:

- Completed Capital Improvements walk-thru.
- Solicited quotes for front entrance sand/prime/paint.
- Solicited quotes from contractors for Capital submissions.
- Conducted routine maintenance on all facility systems.

CHAIRPERSON'S REPORT

Chairperson Hartley highlighted her appreciation for the positive impact on school culture and climate by three things that happened this month. The first was the trunk or treat in which many staff members and families were all together which has a great impact on everyone, not just the children. The second was Nature's Classroom, a great event supporting positive feelings and the success and support of each other for the students that attended. Third was the Celebrations Committee among the adults at Rochester Memorial. When people get together to build excitement, it helps the overall culture of RMS.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson introduced Ms. Kristine Lincoln to extend an invitation to an upcoming event. Ms. Lincoln invited the School Committee members and public to attend the Unified Basketball game on Tuesday, November 21st at 6:30pm at the high school gymnasium when they will play against officers from the Tri-Town area Police Departments. Superintendent Nelson thanked the Rochester Police Department for collaborating with the school for this great event.

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

Our Director of Guidance, Ms. Millette, from the JHS and HS has really been passionate about getting the Project351 rolling this year along with the help of Ms. Letendre and Mr. West. It is really rolling out at RMS providing student leadership opportunities for the younger students. In September, last year's student leaders, also called influencers, met with Ms. Millette to plan ideas for this school year to set the tone of positivity and inclusivity. Influencers recently had a P351 workshop which consisted of icebreakers, discussed leadership and what it means to them, did an agree/disagree exercise on a few prompts, and then a small and then large group scenario discussion as well as their reflections on impact. These workshops are a great opportunity for students to share what they have learned and to practice their leadership skills. Exciting News: We applied to be 2nd year ambassadors to continue our work with Project 351 Playmaker last night. A special thank you to our kids who get super excited to be a part of this group and to the principals and Ms. Millette for all of the success to date with P351!

The Curriculum Review Cycle is really driving our work from the Strategic Plan. In other teaching and learning items, the Instructional Council met to review this year's PD surveys and discuss direction related to the new Strategic plan focusing on our new literacy program. Our next PD is a full day on Nov. 7 that will consist of Science of Reading and Literacy work with IntoReading.

Teachers and specialists have been meeting regularly with the HILL for Literacy which has included BOY getting started training, scope/sequence and pacing, in-person implementation sessions and grade level data meetings for assessment analysis and targeted instructional needs for students.

We have started Learning Walks and to date administrators have visited the HS and RMS. OHS and Center has their first rotation for learning walks in early December.

I want to thank the School Committee for continued support in the teaching and learning initiatives to continuously making learning fun and rigorous for our students.

PRINCIPAL'S REPORT:

Ms. Letendre reported on the following:

The month of October went by quickly as students and teachers are actively engaged in teaching and in learning. The Administrative Team visited RMS on Wednesday, October 11th to conduct our learning walks in various classrooms. This is a time for collaboration on looking at best practices and learning as an administrative team. Highlights of the walkthrough visit were shared with our teachers.

Throughout the month, our teachers are finalizing their professional practice goals and educator plans. Mrs. Letendre and Mr. West will be beginning their classroom observations. In addition, our teachers continue to monitor student progress in all content areas and provide tiered instructional support in literacy based on students' needs. This information was shared with parents/guardians during parent teacher conferences. Conferences:

- Parent-teacher conferences were held on October 19th and 20th, which was well attended. The amount of student work on display was impressive and it is always great to meet with our RMS families.
- During conferences the Book Fair was open and students were very excited to shop with their families. As a school, we would like to thank our PTO Board and PTO volunteers for donating their time to manage the annual Book Fair.

Report Cards:

- Issued Friday, December 8, 2023

RMS School Council:

- The first School Council meeting took place on Wednesday, October 24th 3:30-4:30 PM in the RMS Conference Room.
- We reviewed the roles and responsibilities of the committee, assigned the co-chair, which is Mr. Doug Sims, and the secretary, Mrs. Barbara Lee
- The meeting scheduled was determined for the year and there will be two meetings in November and December to write our one year plan based on the newly approved District Strategic Plan

Celebrations Committee:

- The Celebrations Committee planned Harvest Week the week of October 30th where each day is a different theme that classrooms can participate in.
- This committee will meet monthly and the main focus will be on staff and school celebrations, but separate from our School Ambassadors and School Influencers

Project 351:

- Our Project 351 students participated in their first workshop on October 17th at the High School. Mrs. Cruz attended with the students and they engaged in great discussions about how to problem solve some social situations.
- This group will meet with Mrs. Letendre, Mr. West and Mrs. Cruz monthly to discuss ways to support our ambassadors in developing activities to engage students in feeling safe and included within our school environment.

Nature's Classroom:

- The 6th graders along with their teachers and Mr. West spent a week at Nature's Classroom in Groton, MA from October 23rd to October 27th.
- 21 students did not attend and they remained in school.
- Students get to choose 5 activities to engage in during the week from a comprehensive list of activities, such as Fungus Among Us, Forest Fires, Raging Rivers, Water Rockets and Wood Carving to name a few.
- Each student was designated a Field Group and in this group students engaged in team building activities. The week ended with Thursday Night Live where students performed various skits, which was a big hit with the students.

Preschool and Kindergarten Adventures:

- Ms. Pacheco, Project Grow teacher, has created a positive classroom environment by bringing in play-based learning. She created a mock fire call station in her classroom and the preschoolers visited the fire station as well as our kindergarten classrooms.
- The kindergarten classrooms also took a walking field trip to the local cranberry bog to learn about their community in action. Students watched as the workers wet harvested the cranberries and were able to ask many questions. Students tasted fresh cranberries and cranberry juice.

Curriculum and Assessment Updates:

- Benchmark Data Meetings took place in October for each grade level. These meetings were facilitated by the Hill for Literacy. The goal was to have educators understand the developmental stages of the reading continuum and to use their student's data to determine their instructional focus areas in literacy.
- Each grade met with Hill for Literacy to discuss their progress and ask questions as they continue to implement the *Into Reading* curriculum.
- MCAS data has been discussed and analyzed with faculty during grade level PLC meetings in early October. Each grade level had to identify highs and lows of the grade level standards and create action steps to help close the gaps on areas of needing additional support. This work will be ongoing throughout the school year.
- Mr. Huckabee was instrumental in pulling math and science data and questions together for grades 3-6.

PTO Update:

- Volunteers organized the Scholastic BookFair the week of parent/guardian conferences.

- The annual Trunk or Treat was held on Saturday, October 28th from 11:00-2:00 PM. This family community event was well attended by RMS families and faculty. There were many RMS educators volunteering and visiting Trunk or Treat with their families. It was amazing to see so many RMS faculty and staff in attendance

Upcoming Dates:

- Staff Meeting: Wednesday, November 1st and December 6th
- Hill for Literacy Grade Level Meetings, Monday, November 13th
- PTO Meeting, November 14th at 3:10 PM
- School Council Meeting, November 14th and 28th from 3:30–4:30 PM
- Staff Celebration’s Committee Meeting, Wednesday, November 8th

VIII. School Committee

B. Committee Reports

1. **Budget Subcommittee-** Ms. Hartley reported they met earlier this evening and are moving along in the process.

2. **ORR District School Committee** – No report.

3. **SMEC-** Ms. Fernandes reported the next meeting is November 28th.

4. **READS-** Mr. Nelson said no report since the last Rochester School Committee meeting.

5. **Tri-Town Foundation-** No report.

6. **Early Childhood Council-** Ms. Duggan reported the Council held its first meeting of the 2023-2024 academic year on October 18. We discussed some of the grant funded projects that are ongoing in the district, including the Parent Child+ program and ongoing the success of the Chapter 74 program at ORR, wherein high school students gain experience working with preschool children and can graduate with Department of Early Education and Care (EEC) Teacher certification and college credit. We reviewed some grant and development opportunities for local early childhood care providers, including non-competitive C3 Grants; the opportunity for early child educators to take free early ed courses at local community colleges or to apply for scholarships to complete bachelors or Masters degrees; and a program offered by the Boston Children’s Museum around Tinkering. We discussed tentative plans for a Family Event in the Winter/Spring, surfacing the idea of combining an early childhood provider and resource fair with a summer camp fair to include families with children of a wider variety of ages. Lastly, we discussed the Early Childhood Office’s new Website and Social Media, as well as how early childhood is aligning with the district’s new Strategic Plan. The Early Childhood Council will next meet January 24.

7. **Policy Subcommittee-** Ms. Duggan reported they held the first meeting of the 2023-2024 academic year on October 12. They reviewed and voted to forward to the Joint School Committee the following policies:

- JEA Kindergarten Entrance Age
- JEB Entrance Age
- EEA Student Transportation Services
- DJ Purchasing
- DJ-1 Regional School District Purchasing
- DJA Purchasing Authority
- DJA-1 Regional School District Purchasing Authority
- DJE Procurement Requirements
- DJE-1 Regional School District Procurement Requirements
- EFE Civil Rights Complaint Policy For Child Nutrition Programs
- IGA/IGD Curriculum Development And Adoption
- BEDH Public Comment At School Committee Meetings
- IHBF Homebound Instruction
- IJOA Field Trips
- IMG Animals In School
- IMGA Service Animals In School
- JIC Student Discipline

We confirmed the removal of 6 policies for which the content had been integrated into other policies or the content was deemed outdated or unnecessary. Finally, regarding policy JJE Student Fund-Raising Activities, we will be conducting some research into potential alternative language around competitions among students. The Policy Subcommittee will next meet December 21.

8. Equity Subcommittee- No report.

9. MASC – Ms. Duggan reported in late September, the MASC Board approved Rochester being moved from Division 7 to Division 3 to align with the other districts in the Tri-Town. As a result, of this change, I was able to serve on the nominating committee for the leadership positions in Division 3, and worked with colleagues from other districts to review and advance a slate of candidates for member districts of the Division to consider electing at the MASC Annual Conference next week. Also along those lines, I look forward to attending the MASC Annual Conference in Hyannis on November 8-10, 2023. Thank you to Melissa Wilcox for assisting with the paperwork necessary to designate me as the Delegate to MASC from Rochester so that I can vote on the resolutions that will be presented at the meeting next week.

IX. Future Business

A. Timeline

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is December 14, 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.

Karen Thomas of Rochester stated the following:

I was pretty disturbed when I read the minutes from the last school committee meeting, October 5, 2023 concerning the student handbook. I am concerned with the language change recommended by Kate Duggan to change his/her to they/them and it was approved at the meeting. How can that really happen and be allowed? As a school committee I really thought you represented the community. It's incorrect English, they/them and it does not represent the majority of the children. What about the children that identify as him/her? Or a parent who has a son or daughter and they demand that their child is referred to by their gender and use he, him, his or she, her. What does it teach us? Is there a plan for addressing all children? Is this going to be considered the norm? Do parents even know about this change? This is a school and say a parent doesn't agree with it, now they don't agree with what is in the handbook and they don't want to sign it. Is it going to affect anything? Or do they just opt-out? I really just feel it is not acceptable and I was pretty disgusted by the whole thing. It's not about just they/them. I was born in a whole different generation, this is crazy.

XII. Executive Session

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

SECOND: Ms. Fernandes

MOTION PASSED (4:0)

Roll Call: Hartley (yes); Rounseville (yes); Fernandes (yes); Duggan (yes)

MOTION: Ms. Rounseville to exit executive session at 8:21pm to return to the regular meeting only to adjourn.

SECOND: Ms. Duggan

MOTION PASSED (4:0)

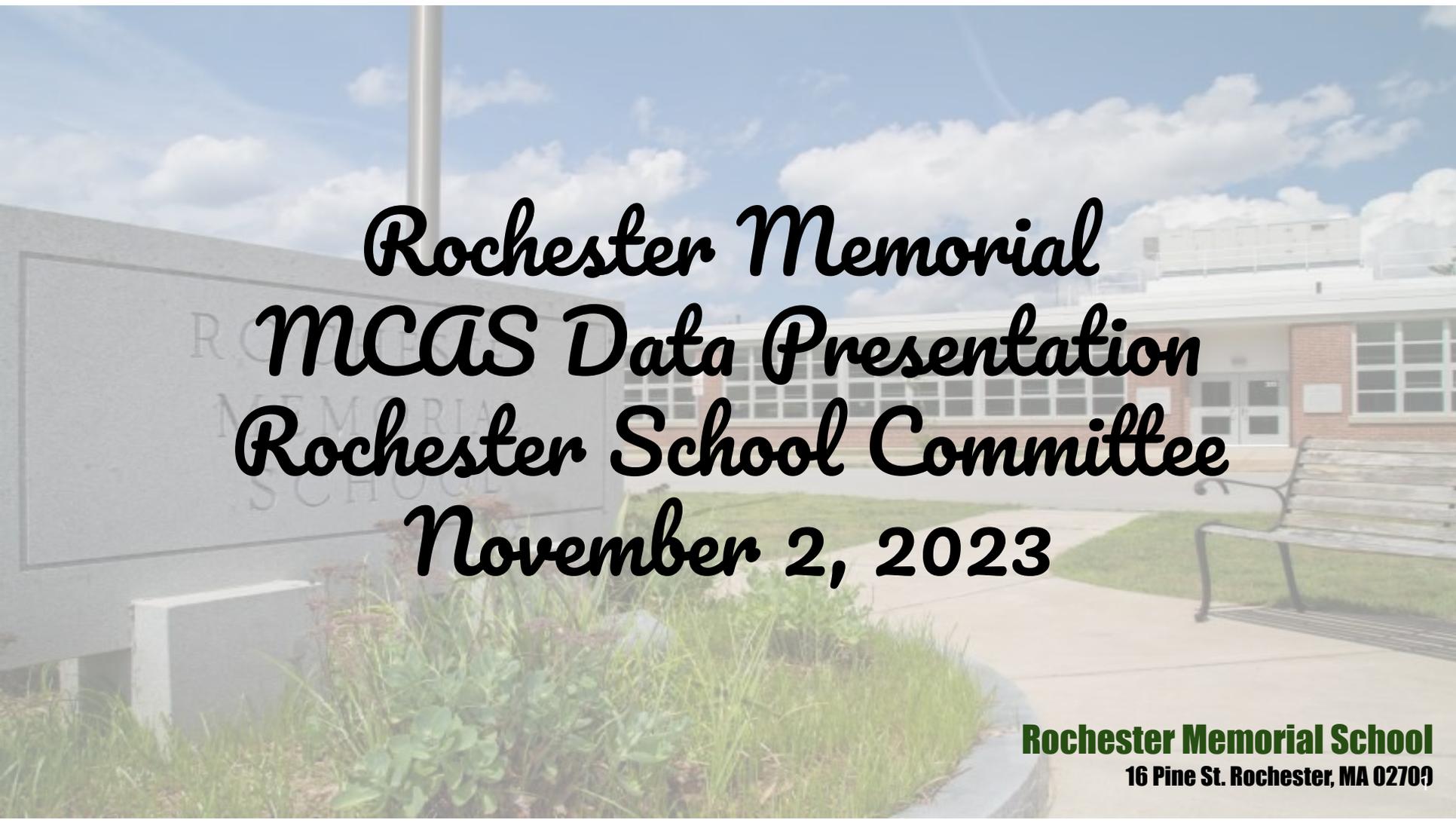
Roll Call: Hartley (yes); Rounseville (yes); Fernandes (yes); Duggan (yes)

MOTION: Ms. Rounseville to adjourn at 8:22pm.

SECOND: Ms. Duggan

MOTION PASSED (4:0)

Submitted,
Melissa Wilcox
School Committee Secretary

The background image shows the exterior of Rochester Memorial School. On the left, a large stone sign is partially visible with the words "ROCHESTER MEMORIAL SCHOOL" engraved on it. The school building is a two-story brick structure with several windows. In the foreground, there is a paved walkway, a wooden bench, and some greenery. The sky is blue with scattered white clouds.

Rochester Memorial
MCAS Data Presentation
Rochester School Committee
November 2, 2023

Rochester Memorial School
16 Pine St. Rochester, MA 02703

MCAS Achievement Levels for Next-Generation:

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

Student Growth Percentiles (SGP) and How Are They Calculated

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

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

MCAS Test Administration 2019-2023

Year	2019	2020	2021	2022	2023
Grades 3-8	✓	✗	<i>partial</i>	✓	✓
Grade 10	✓	✗	✓	✓	✓

Overall Statewide Data Trends

- Statewide trend: ELA and Math Achievement slide by pandemic has stopped and recovery is increasing
- The State is comparing Recovery from 2019 to 2023 MCAS
- RMS:
 - ELA 3-6 performed better than last year and better than the state
 - Math 3-6 performed better than last year and better than the state
 - Science grade 5 performed lower than last year but better than the state
- Grade 3: State saw Generally flat results; these students were in Grade K in 2020
 - RMS grade 3 ELA had a higher rate of recovery and performed better than the state and better than last year
 - RMS grade 3 math performed better than the state but remained similar to last year
- Overall RMS: Doing better than the state this year and toward on our recovery to 2019

District-Wide Grades 3-12 Achievement from 2019-2023 for English Language Arts

% Students Proficient

55% ↑ +4% vs. previous year
↑ +11% vs. state average

Average Scaled Score

502 ↑ +1 vs. previous year
↑ +7 vs. state average

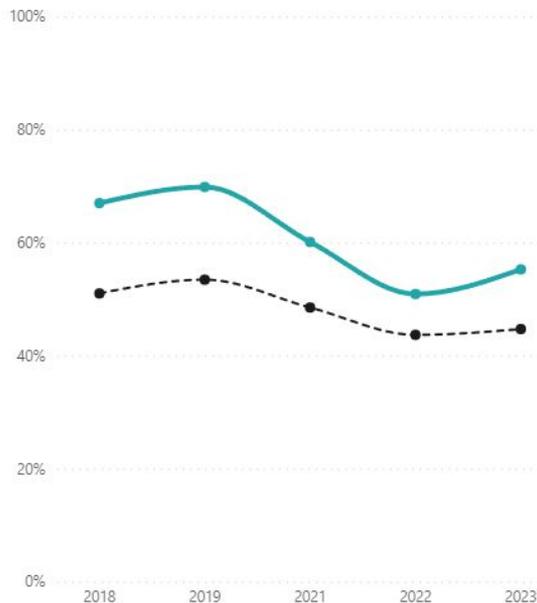
Average SGP

51.5 ↑ +1.1 vs. previous year
↑ +1.8 vs. state average

Results by Year

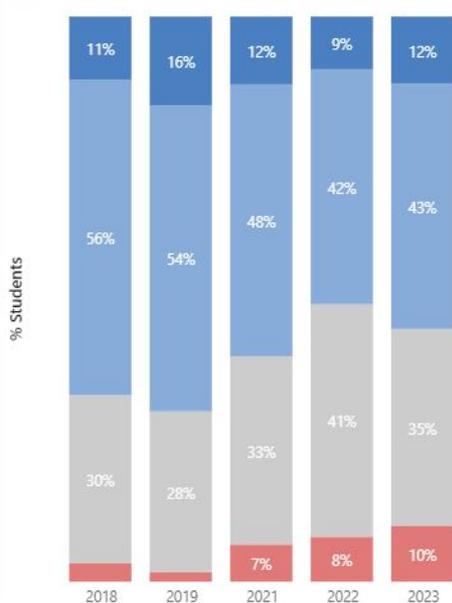
% Proficient | Avg Scaled Score | Avg SGP

— % Proficient - - - State % Proficient

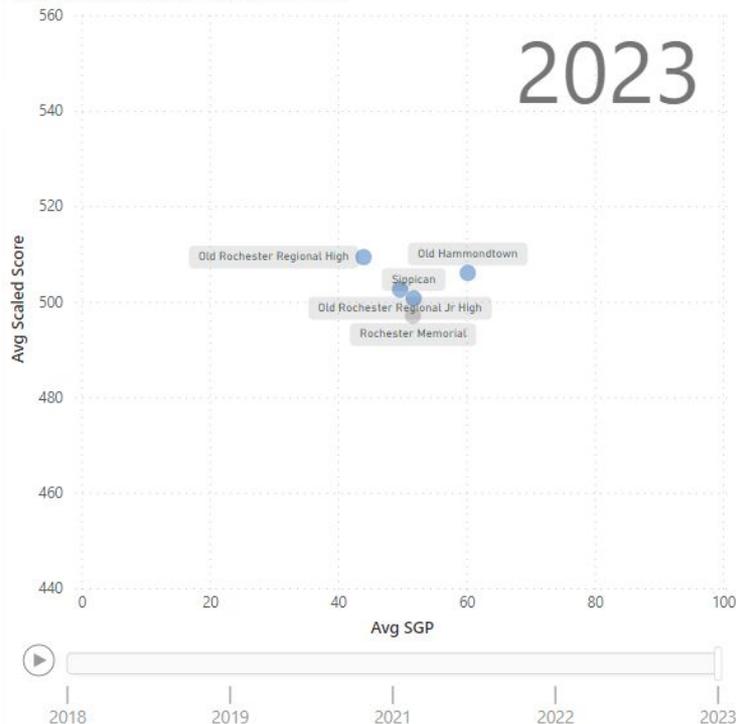


Student Performance by Year - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Scaled Score vs. SGP by School - ELA



Rochester Memorial School

16 Pine St. Rochester, MA 02700

District-Wide Grades 3-6 Achievement from 2019-2023 for English Language Arts

% Students Proficient

52% ↑ +3% vs. previous year
↑ +10% vs. state average

Average Scaled Score

500 ↓ -1 vs. previous year
↑ +6 vs. state average

Average SGP

54.5 ↓ -0.5 vs. previous year
↑ +4.8 vs. state average

Results by Year

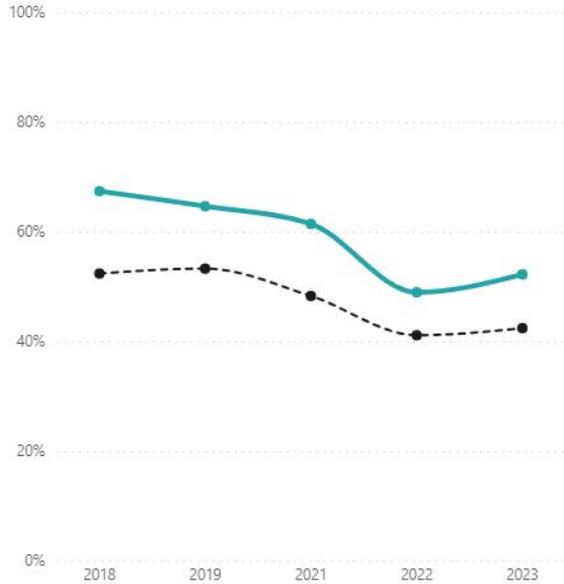
% Proficient

Avg Scaled Score

Avg SGP

(1 extra filter applied)

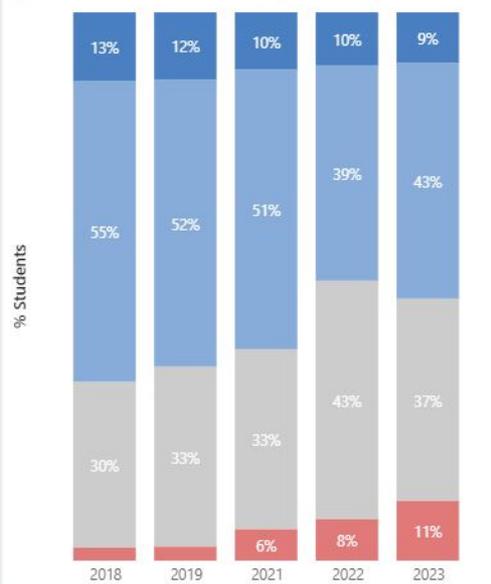
— % Proficient - - - State % Proficient



Student Performance by Year - ELA

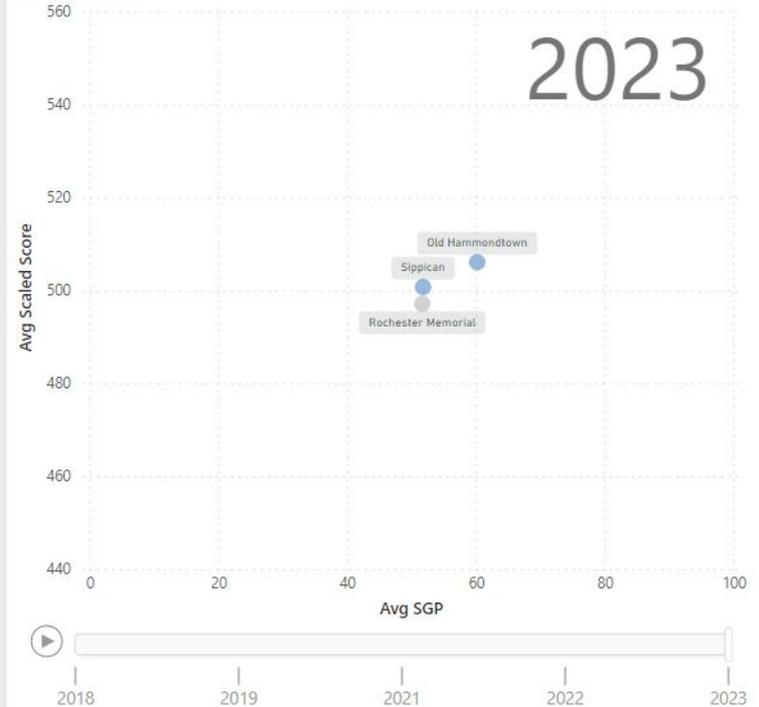
(1 extra filter applied)

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Scaled Score vs. SGP by School - ELA

(1 extra filter applied)



Rochester Memorial School

16 Pine St. Rochester, MA 02700

Rochester Memorial Grades 3-6 Achievement from 2019-2023 for English Language Arts

% Students Proficient

48% ↑ +7% vs. previous year
↑ +3% vs. state average

Average Scaled Score

497 0 vs. previous year
↑ +2 vs. state average

Average SGP

51.7 ↑ +3 vs. previous year
↑ +2 vs. state average

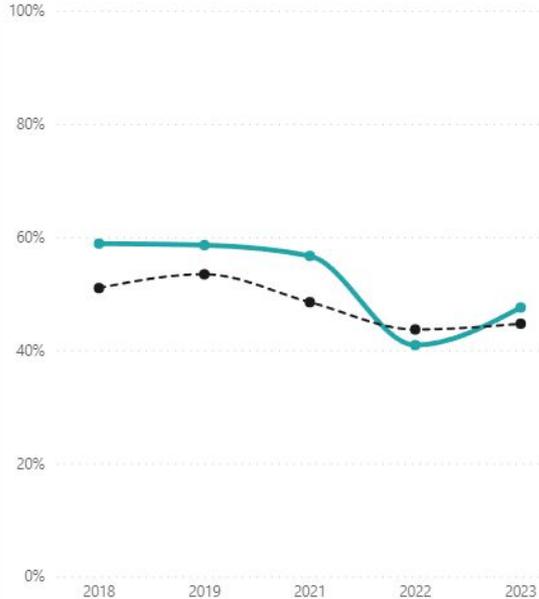
Results by Year

% Proficient

Avg Scaled Score

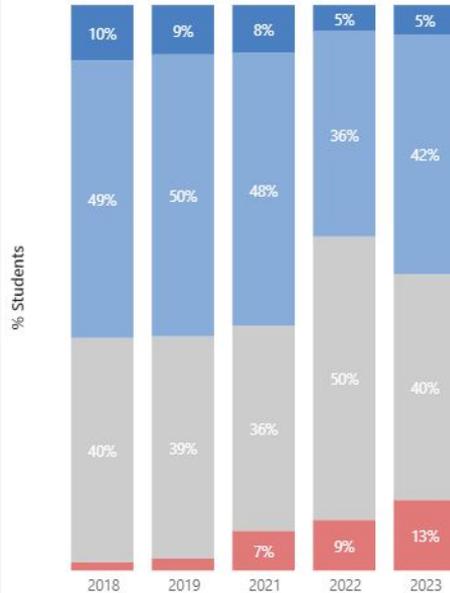
Avg SGP

— % Proficient - - - State % Proficient

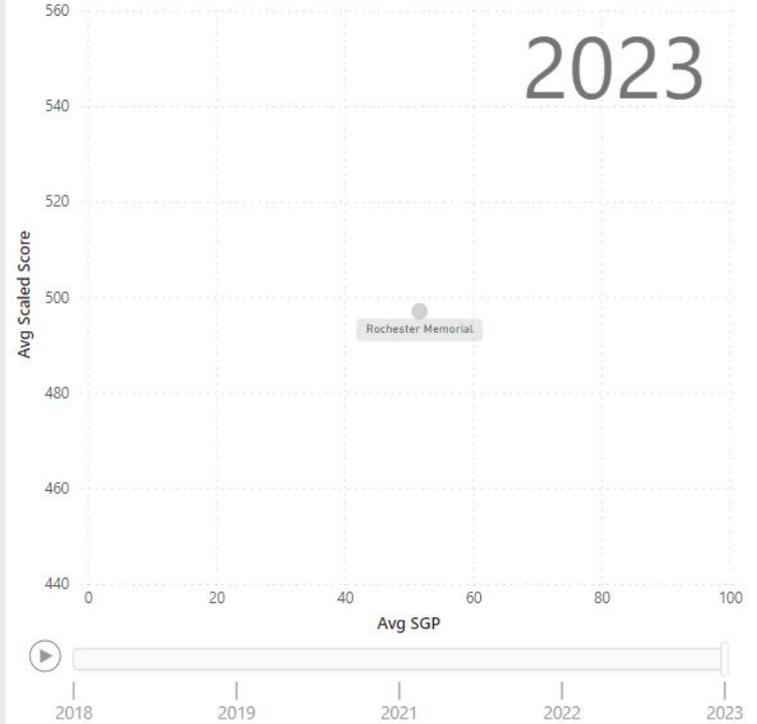


Student Performance by Year - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Scaled Score vs. SGP by School - ELA



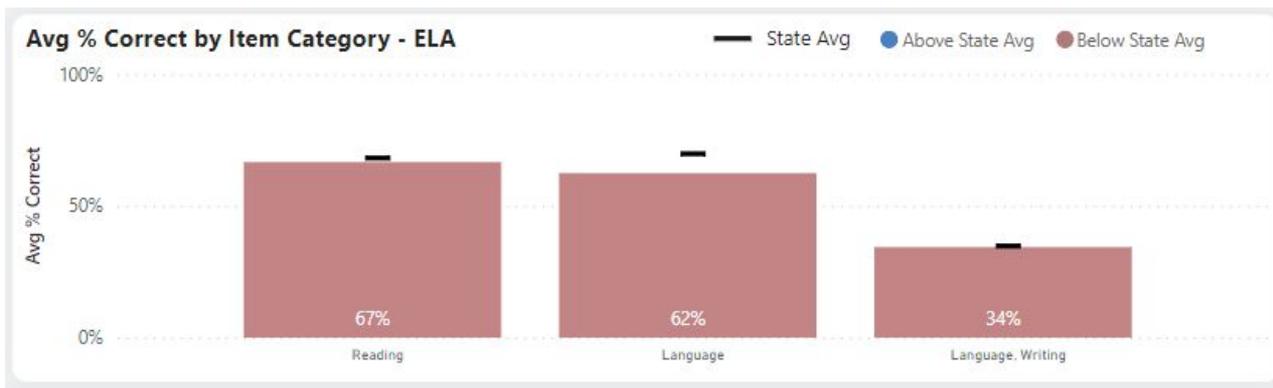
ELA Grades 3: Percent (%) Correct by Category



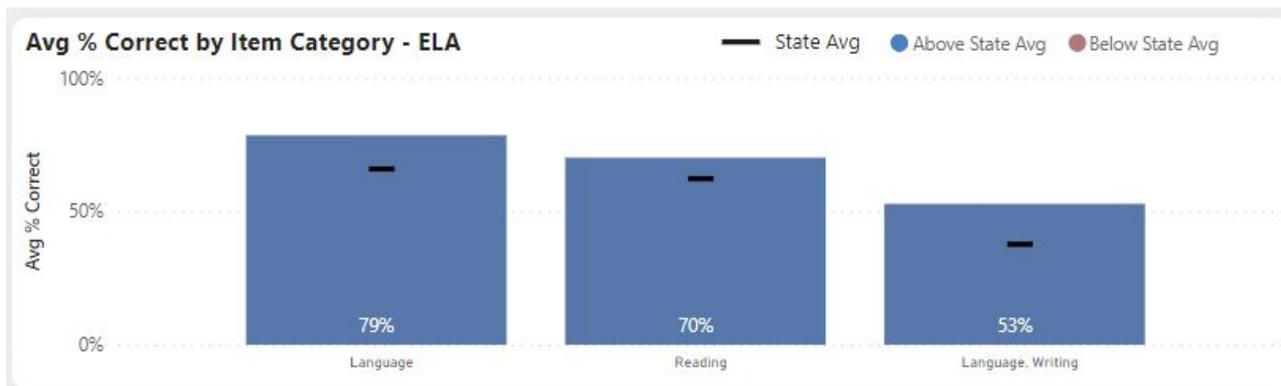
ELA Grades 4: Percent (%) Correct by Category



ELA Grades 5: Percent (%) Correct by Category

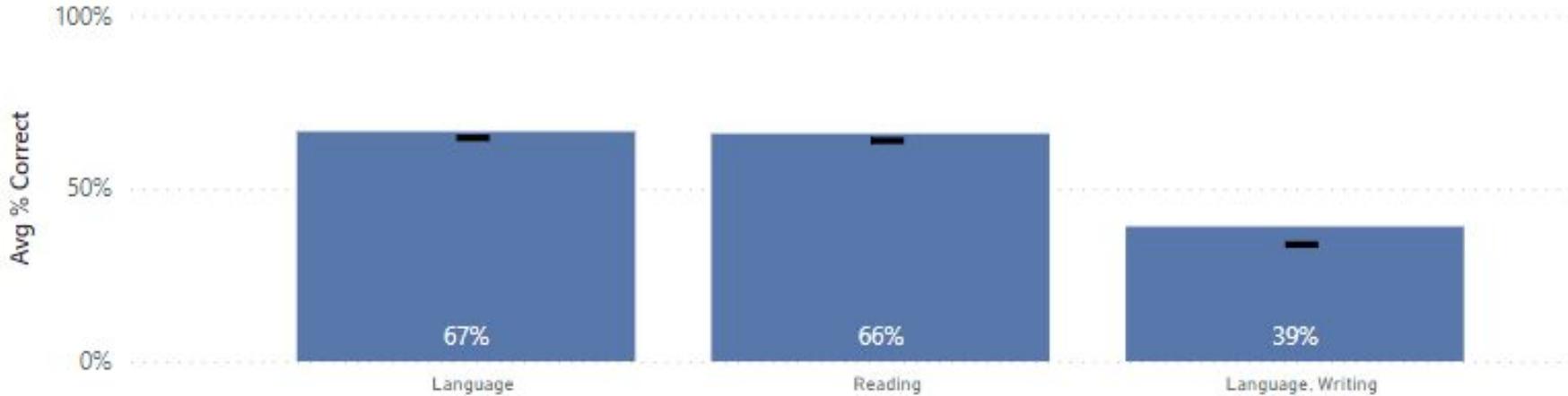


ELA Grades 6: Percent (%) Correct by Category



ELA Grades 3-6: Percent Correct by Category

Avg % Correct by Item Category - ELA



District-Wide Grades 3-12 Achievement from 2019-2023 for Math

% Students Proficient

52% ↑ +1% vs. previous year
↑ +10% vs. state average

Average Scaled Score

501 ↑ +1 vs. previous year
↑ +7 vs. state average

Average SGP

47.3 ↓ -4.2 vs. previous year
↓ -2.7 vs. state average

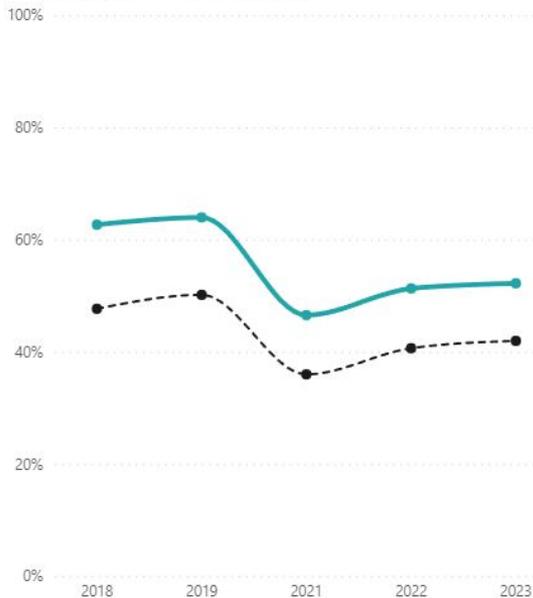
Results by Year

% Proficient

Avg Scaled Score

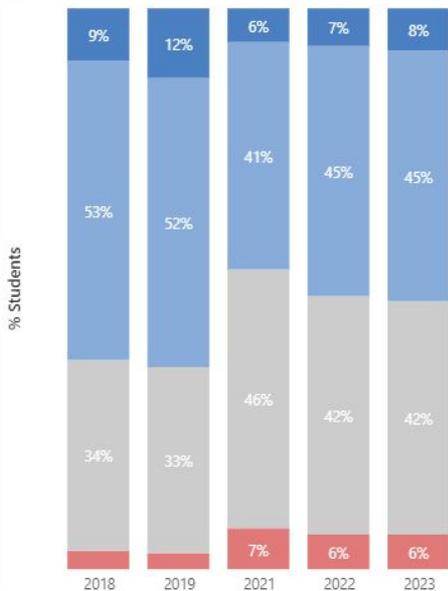
Avg SGP

— % Proficient - - - State % Proficient

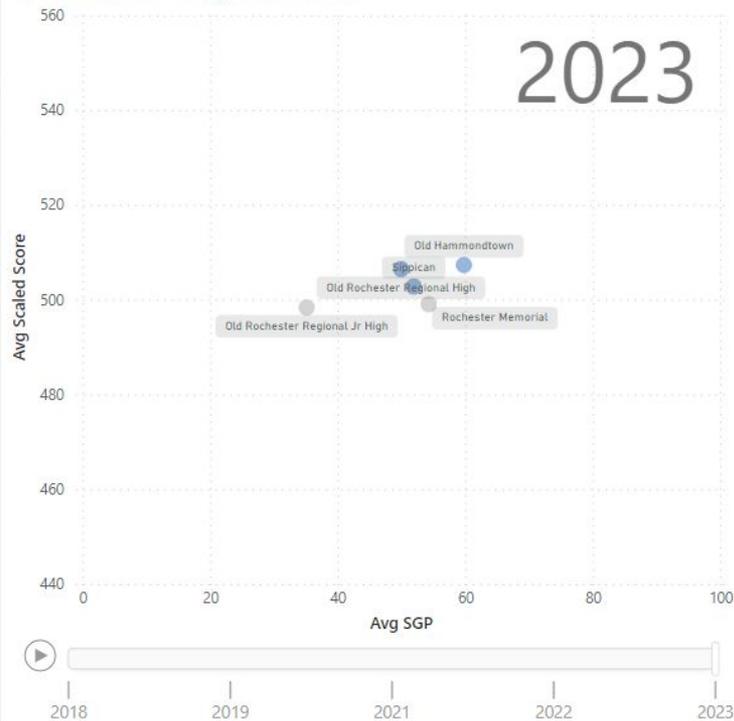


Student Performance by Year - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Scaled Score vs. SGP by School - Math



District-Wide Grades 3-6 Achievement from 2019-2023 for Math

% Students Proficient

54% 0% vs. previous year
 ↑ +12% vs. state average

Average Scaled Score

502 0 vs. previous year
 ↑ +7 vs. state average

Average SGP

55.4 ↓ -1.6 vs. previous year
 ↑ +5.4 vs. state average

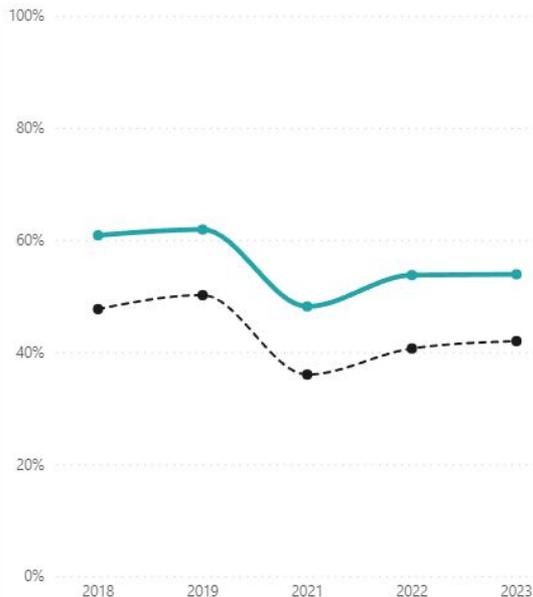
Results by Year

% Proficient

Avg Scaled Score

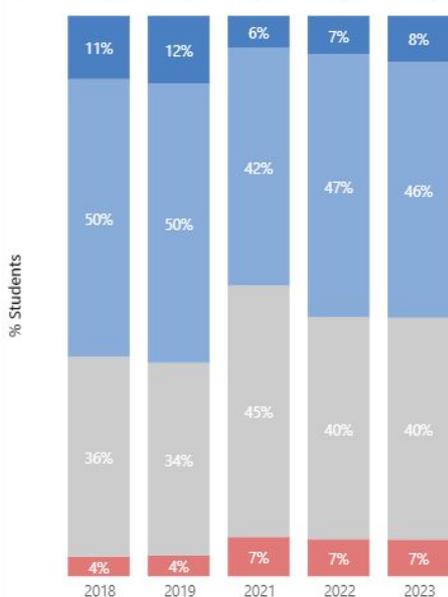
Avg SGP

— % Proficient - - - State % Proficient

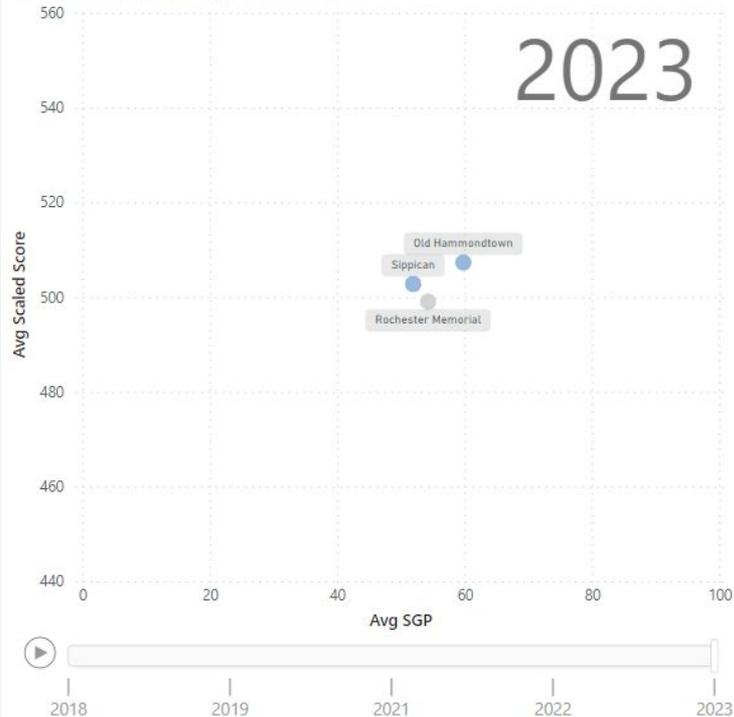


Student Performance by Year - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Scaled Score vs. SGP by School - Math



RMS Math Grades 3-6 Achievement from 2019-2023

% Students Proficient

48% 0% vs. previous year
↑ +6% vs. state average

Average Scaled Score

499 0 vs. previous year
↑ +4 vs. state average

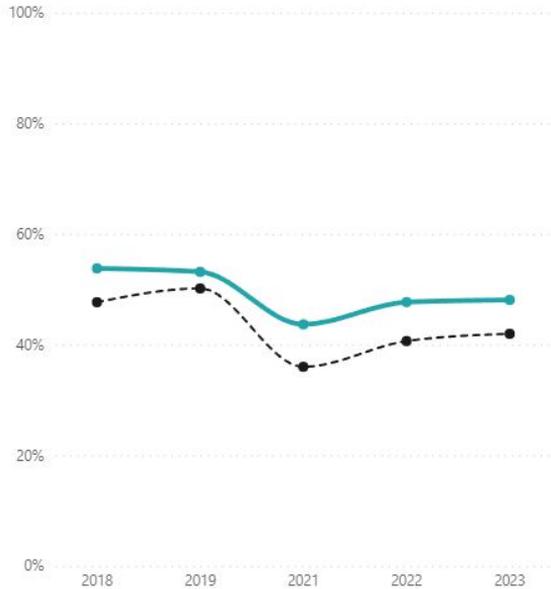
Average SGP

54.3 ↑ +4.9 vs. previous year
↑ +4.3 vs. state average

Results by Year

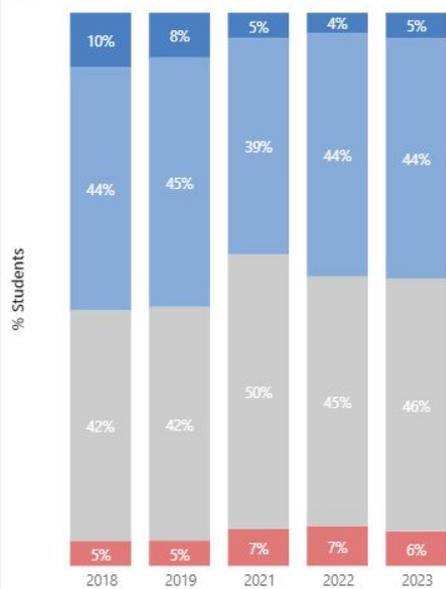
% Proficient | Avg Scaled Score | Avg SGP

— % Proficient - - - State % Proficient

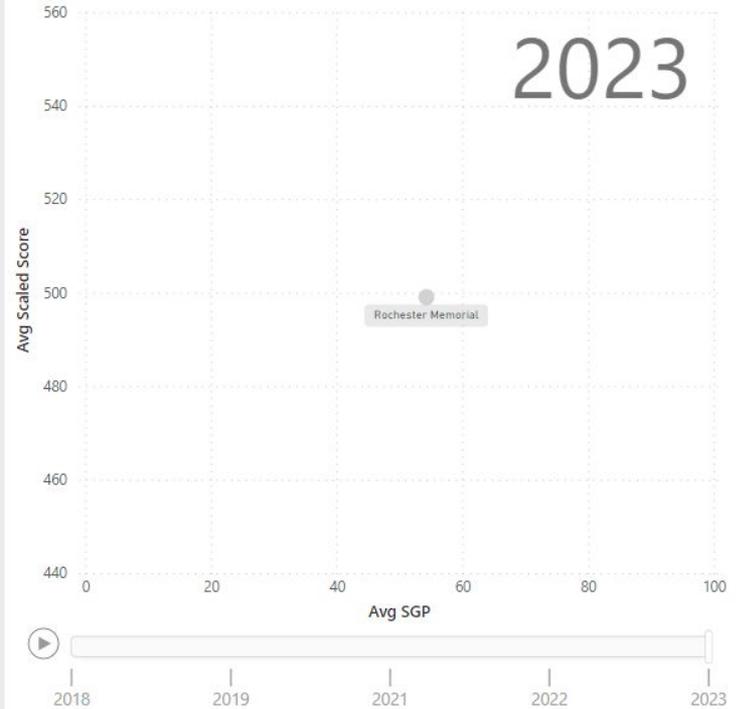


Student Performance by Year - Math

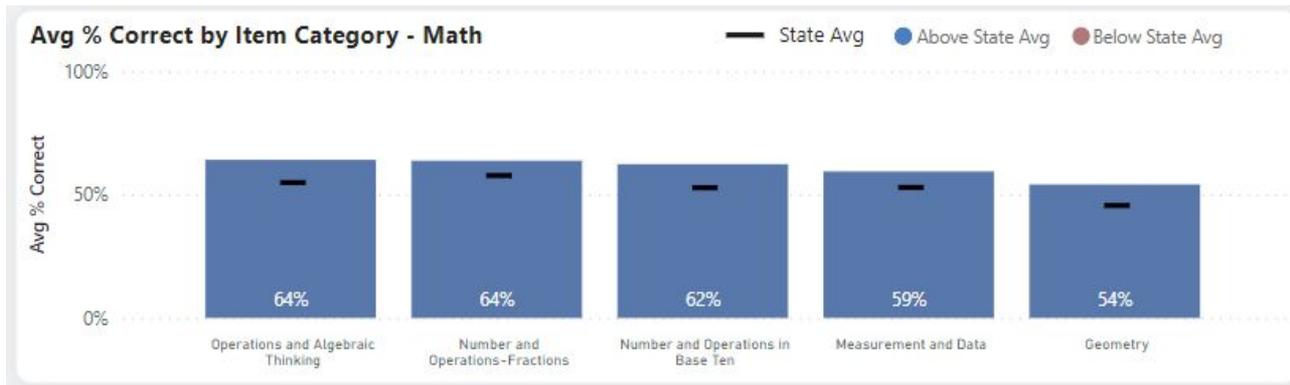
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



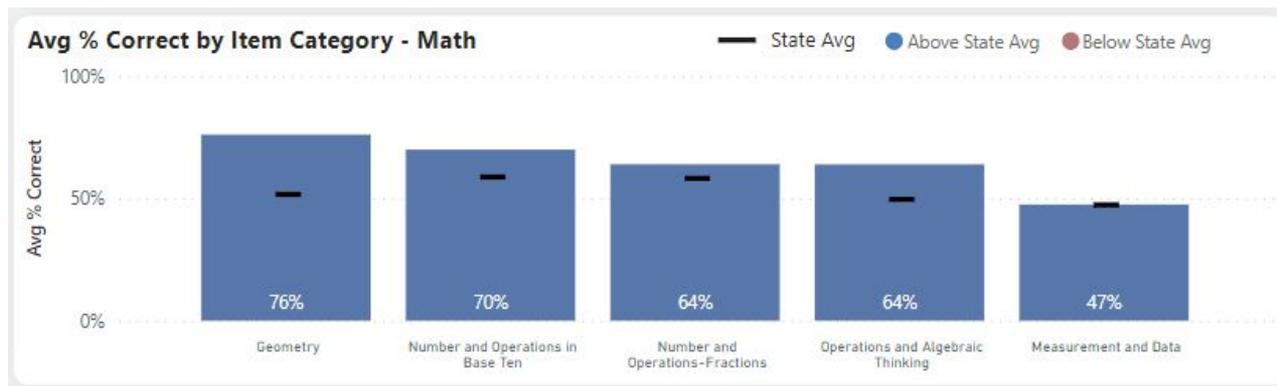
Scaled Score vs. SGP by School - Math



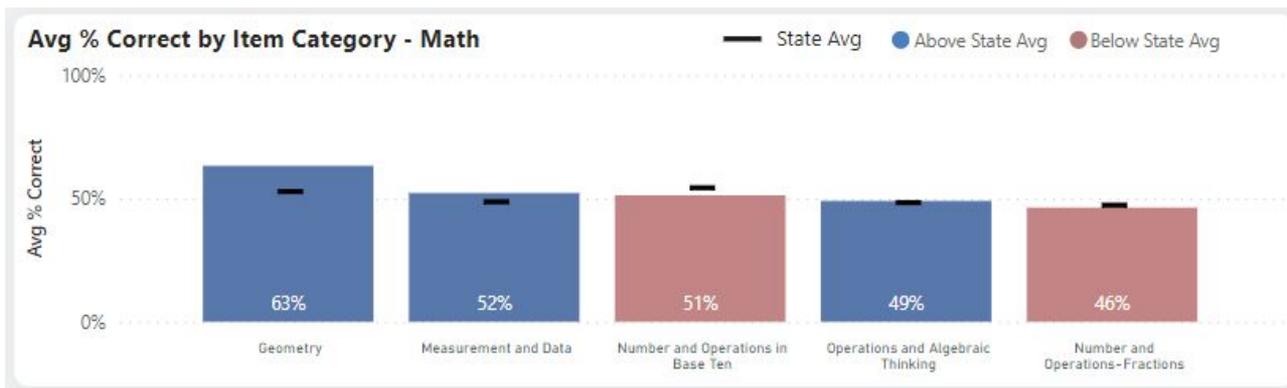
Math Grades 3: Percent (%) Correct by Category



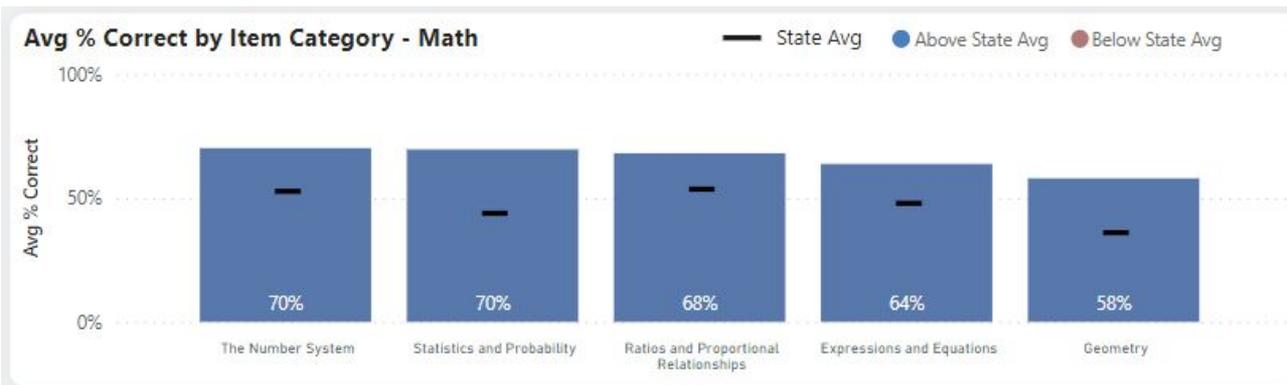
Math Grades 4: Percent (%) Correct by Category



Math Grades 5: Percent (%) Correct by Category

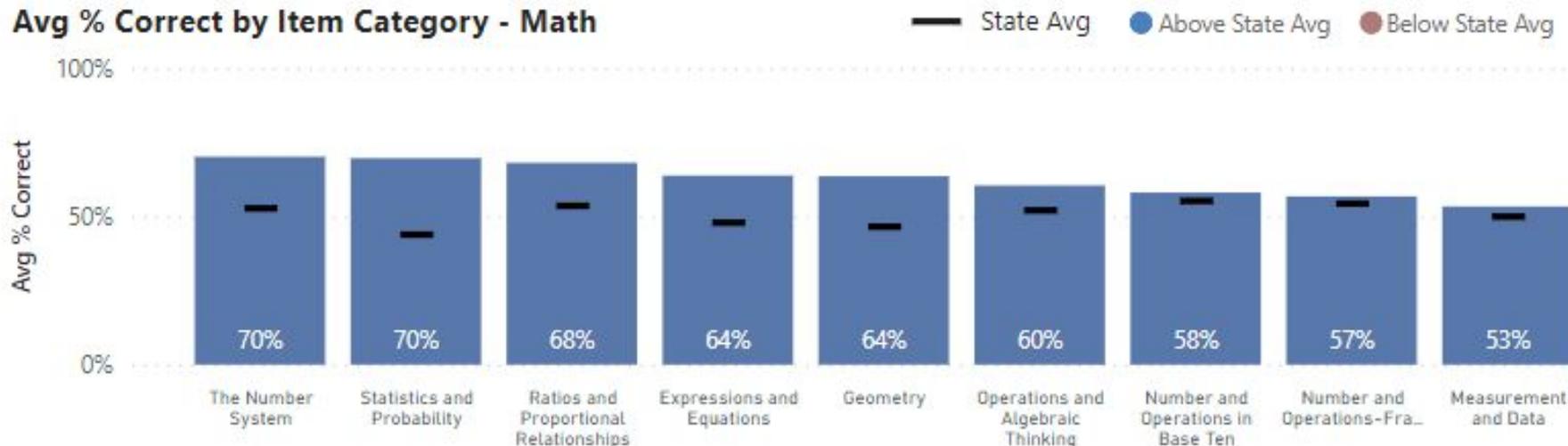


Math Grades 6: Percent (%) Correct by Category



Math Grades 3-6: Percent Correct by Category

Avg % Correct by Item Category - Math



District-Wide Grades 5, 8 HS Achievement from 2019-2023 for Science

% Students Proficient

50%

↓ -11% vs. previous year
↑ +7% vs. state average

Average Scaled Score

500

↓ -6 vs. previous year
↑ +4 vs. state average

Average SGP

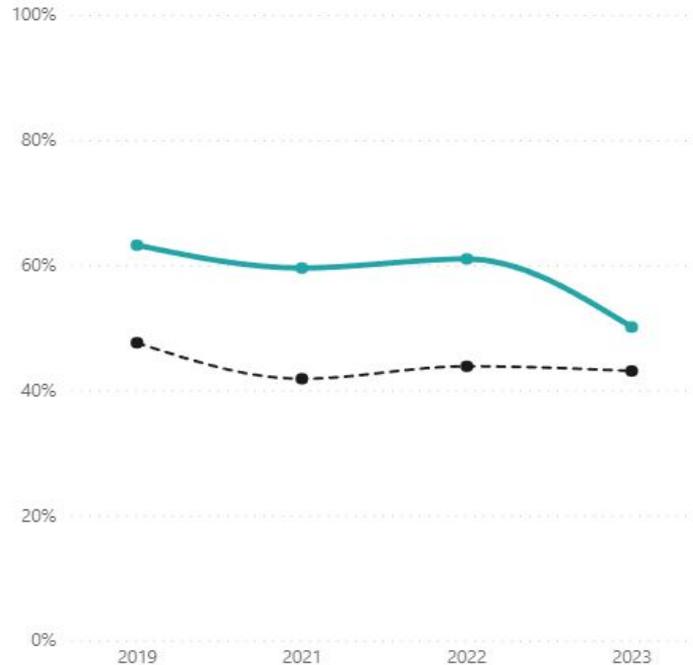
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n/a vs. previous year
n/a vs. state average

Results by Year

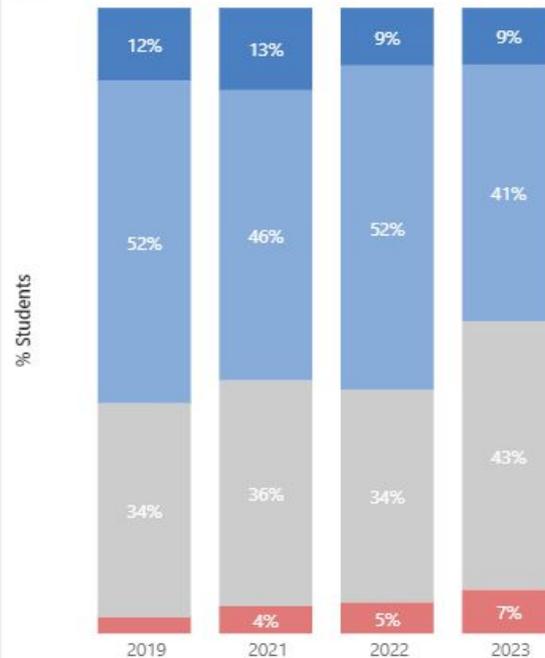
% Proficient Avg Scaled Score Avg SGP

% Proficient -- State % Proficient



Student Performance by Year - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



District-Wide Grades 5 Achievement from 2019-2023 for Science

% Students Proficient

52% ↓ -13% vs. previous year
↑ +10% vs. state average

Average Scaled Score

502 ↓ -6 vs. previous year
↑ +8 vs. state average

Average SGP

-- n/a vs. previous year
n/a vs. state average

Results by Year

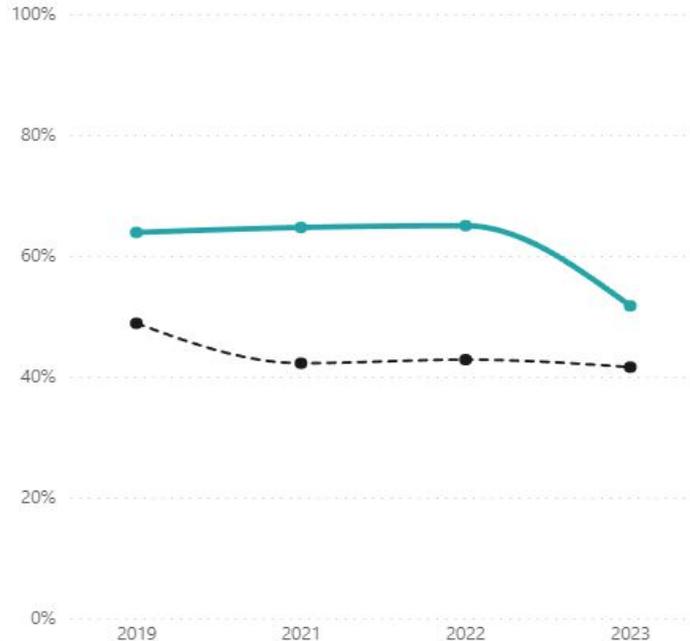
% Proficient

Avg Scaled Score

Avg SGP

(1 extra filter applied)

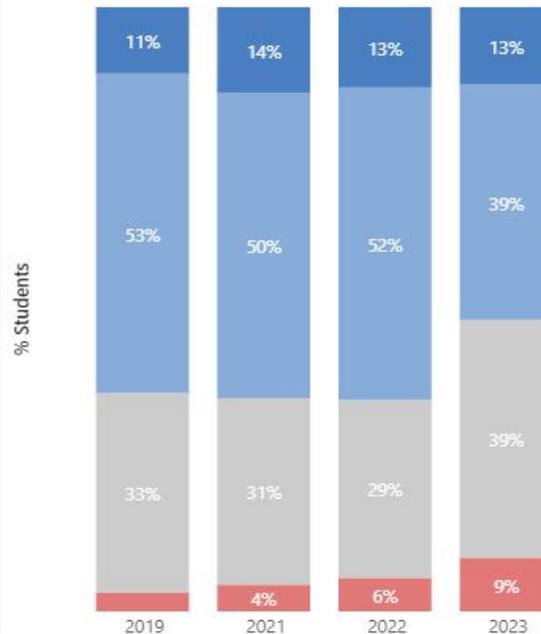
— % Proficient - - - State % Proficient



Student Performance by Year - Science

(1 extra filter applied)

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Rochester Memorial Grade 5 Achievement from 2019-2023 for Science

% Students Proficient

49% ↓ -20% vs. previous year
↑ +6% vs. state average

Average Scaled Score

501 ↓ -7 vs. previous year
↑ +5 vs. state average

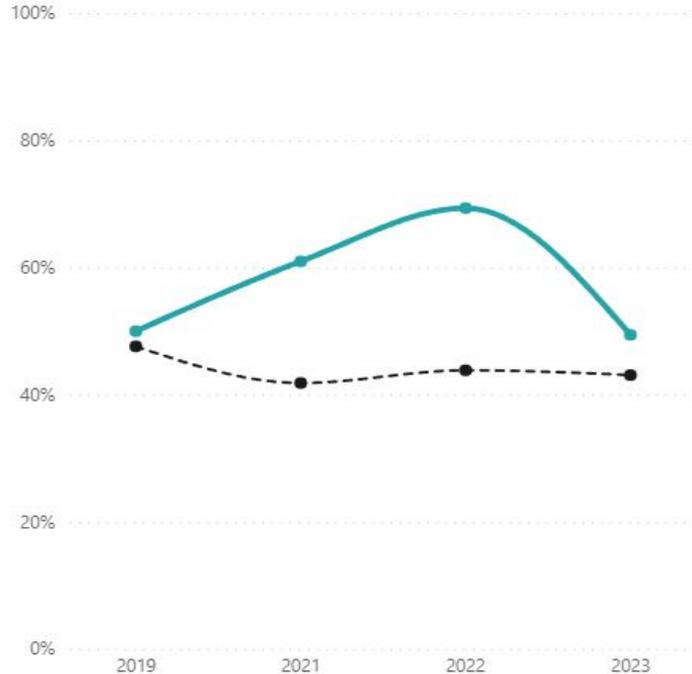
Average SGP

-- n/a vs. previous year
n/a vs. state average

Results by Year

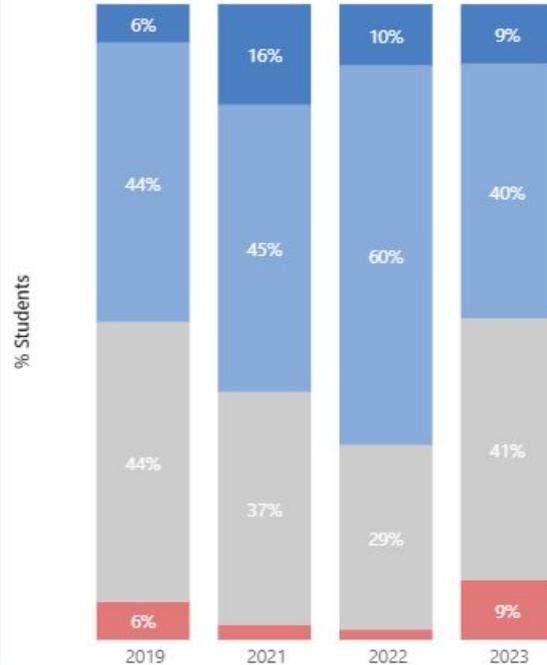
% Proficient Avg Scaled Score Avg SGP

— % Proficient - - - State % Proficient

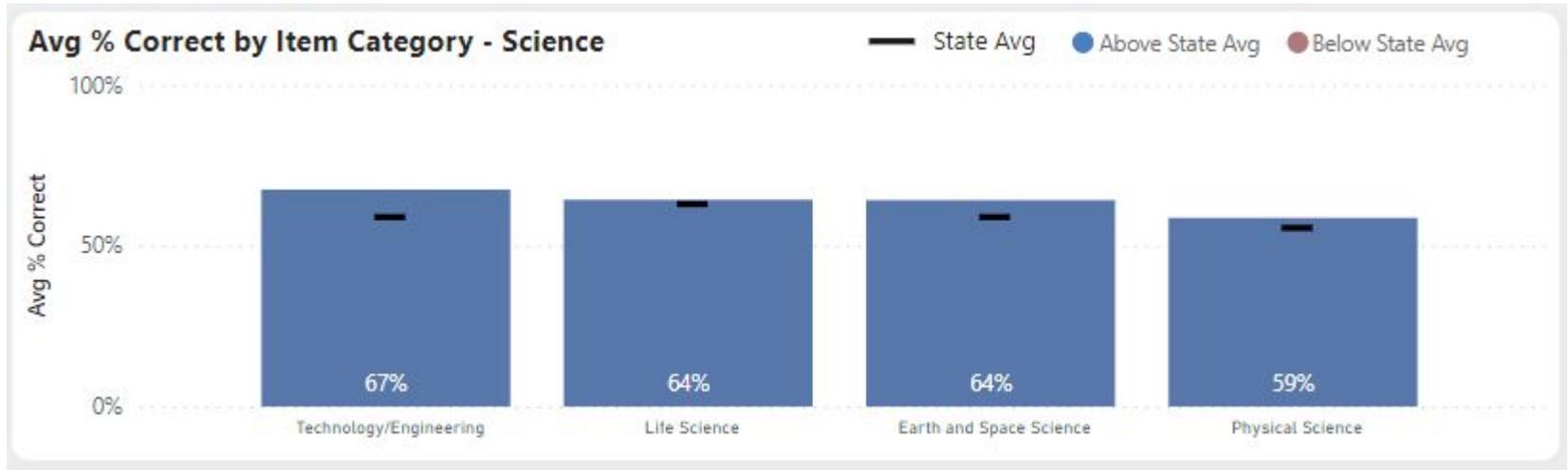


Student Performance by Year - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Science Grade 5: Percent Correct by Category



Areas of Strength - ELA

Grade 3:

- Determine the purpose of punctuation used in a passage. 11% above the state at 85% (Language)
- Determine what paragraph suggests about an individual based on information from the passage. 10% above the state at 63% (Reading)

Grade 4:

- Identify the type of figurative language used in a phrase from the passage and determine what it suggests about the characters. 12% above the state at 59% (Language)
- Identify the purpose of punctuation used in a sentence from a passage. 13% above the state at 64% (Language)

Grade 5:

- Determine the purpose of a text feature used in the passage. 13% above the state at 82% (Reading-Craft & Structure)
- Identify a statement with which the authors of the passage would agree. 8% above the state at 87% (Reading)
- Make an inference about a topic presented in the passage and choose evidence to support the inference. 5% above the state at 90% (Reading)
- Determine the purpose of a text feature used in a passage. 13% above the state at 81% (Reading)

Grade 6:

- Explain how particular sections of a passage contribute to the reader's understanding. 23% above the state at 84% (Reading Standard, Selected Response)
- Essay 12, Language, 18% above the state at 68% (Conventions of Standard English). Students had to write how a character developed throughout the passage

Grades 3-6:

- The number of students who scored proficient or above was 3% greater than the state and up 7% from the previous year

Action Steps - ELA

1. Consistent implementation of the common reading program *"Into Reading"* across all grade levels
2. Training is taking place with faculty on Science of Reading for best teaching practices
3. Teachers are being supported by Hill for Literacy, with grade level data analysis to help target instruction and implementation.
 - a. Focus on Tiered Intervention Model that has flexible groupings based on students' needs.
 - b. Use Flex time to support students with interventionists and classroom teachers
 - c. Reassess intervention groups so they are flexible throughout the school year
4. Identifying challenging areas at each grade level and purposefully plan to enhance our instructional practices related to the standards where RMS scored below the state average
 - a. Example: Embedding writing across all curriculum areas.
 - b. Identify the purpose of a sentence in a passage (-12% from state, grade 5, standard R.PK-12.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3. Determining common writing expectations using the new literacy Writer's Workshop Model
 - a. Be more cognizant of getting students to build their writing stamina across all disciplines

Areas of Strength - Math

Grade 3:

- Domain strengths included Measurement and Data, Number and Operations-Fractions were overall strengths
- Given the number of equal parts in a figure, determine what fraction one part is of the area of the whole figure, (13% above the state at 76%).

Grade 4:

- Geometry up 27% and Operations and Algebraic Operations up 14%, Number and Operations in Base Ten above state average.
- Complete a verbal statement of multiplicative comparison that represents a given equation in a word problem, (15% above the state at 59%).

Grade 5:

- Standard domain Geometry was an overall strength.
- Evaluate an expression with two sets of parentheses, (15% above the state at 53%).

Grade 6:

- Domain strengths were Number Systems, Statistics and Probability, and Ratio and Proportional Relationships and overall student performance was above the state average
- Write a fraction with a denominator of 100 as a decimal, (25% above the state at 94%)

Grades 3-6:

- The number of students whose performance level is proficient or above is 6% above the state average

Action Steps - Math

1. Engaging faculty in data analysis.
 - i. Creating a student assessment database across grade levels (Aimswest, MCAS, IXL-when applicable)
 - ii. Identifying patterns, areas of strengths and weaknesses and creating actions steps to help close the gap and challenge students
 - iii. Looking at the scope and sequence of the math curriculum and determining how to spiral end of the year units throughout the school year.
 1. Example: Grade 5 Decimal Unit
2. Reteaching and breaking down the standards that our students performed below the state average
 - i. Example: Grade 3 identifying time on an analog clock
 - ii. Math support and enrichment in STEM Class
 - iii. Flex time (intervention block)
 - iv. Morning Meeting: Morning Message/Meeting/Activity

Areas of Strength - Science

5th Grade Highlights:

- Describe a change to the design of a filter that would improve how the filter functions, 20% above the state at 72% (Earth and Space Science)
- Explain why the mass of a liquid decreases in an open beaker; determine and explain how closing the beaker will most likely affect the mass of the liquid, 16% above the state at 42% (Physical Science)
- Interpret a diagram to identify the cause of a change in a landscape over time, 15% above the state at 85% (Earth and Space Science)
- Identify a weather condition that could cause damage to a roof, describe the damage it could cause, and explain how a certain roof design could prevent this weather damage, 14% above state average at 66% (Earth and Space Science)

Action Steps - Science

1. Continue with implementation of OpenSciEd curriculum in grades 5 and 6
 - a. Grade 5: First year of implementation with 2 units
 - b. Grade 6: Second year of implementation with 4 units
 - c. Continued professional development in Science Curriculum
2. Identify standards where fifth grade students scored below the state average and determine ways to increase student achievement and exposure to those standards needing more instruction.
 - a. Supported through STEM lessons
 - b. Small group instruction and support
 - c. Co-teaching and planning with STEM teacher and the science teachers
 - d. Embed a spiral review of standards through lesson activators
3. Sharing data with fourth and third grade teachers and identify the standards at each grade level that need more instruction, determining curriculum needs

Questions

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
November 2, 2023 at 5:15 p.m.**

This meeting was conducted in a hybrid format. School Committee, Administrators and the public had the option of meeting in person at Rochester Memorial School, 16 Pine Street, Rochester, MA 02770 or via zoom.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Robin Rounseville (in-person) and Katherine Duggan (in-person).

ABSENT: Jason Chisolm and Anne Fernandes

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Sharlene Fedorowicz, Asst. Supt. of Teaching & Learning, Kristine Lincoln, Interim Director of Student Services, and Heidi Letendre, Interim Principal.

Chairperson Hartley called the meeting to order at 5:22 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson and Mr. Barber reviewed with the school committee the initial draft FY2025 budget. Superintendent Nelson explained that moving forward there will likely be hard conversations as administration takes into account salary increases, utility and transportation cost increases and potential unexpected increases for special education placements. All staffing remains the same in this initial draft. Mr. Barber reviewed the budget in each department with the school committee. Ms. Duggan asked to confirm that anticipated step increases and negotiations estimates are included in the projections. Mr. Barber confirmed that is accounted for in the current numbers. Ms. Rounseville asked if the offset in electricity is from building rentals. Mr. Barber confirmed that is correct. The offset is from the building use by outside agencies. Superintendent Nelson also informed the school committee about the bond coming off in FY25 and the district is hoping to come to the spring town meeting with new bond information.

Meeting was adjourned at 6:19 p.m.

Motion by Ms. Rounseville

Motion Seconded by Ms. Duggan

Motion Passed 3-0

Respectfully submitted,



Michael S. Nelson
Superintendent of Schools



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2023-2024 ROCHESTER MEMORIAL SCHOOL IMPROVEMENT PLAN

MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 are dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

THEORY OF ACTION

IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

STRATEGIC OBJECTIVES

1. & 2. Teaching & Learning	3. Support Systems	4. Climate & Culture	5. Safe Schools
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Strategic Objective #1: Teaching & Learning

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan (multi-year)	Assistant Superintendent of Teaching and Learning, Building Administration, Faculty, Staff, & District Literacy Leadership Team	Implement the Core Literacy Program, <i>Into Reading</i> , in collaboration with Hill for Literacy	<ol style="list-style-type: none"> 1. Provide <i>Into Reading</i> resources to teachers 2. Provide Professional Development (PD) to staff members around implementing the <i>Into Reading</i> program through Houghton Mifflin Harcourt. 	<ol style="list-style-type: none"> 1. Teachers have resources for the implementation of <i>Into Reading</i>. 2. Monthly agendas from Hill for Literacy and PLC meetings 3. The curriculum review cycle has been

	(DLLT) Members	Teachers teaching outside of literacy will engage in the curriculum review cycle through PD	<ol style="list-style-type: none"> 3. Provide monthly support to teachers through the Hill for Literacy around best practices in literacy instruction 4. Provide PD time for content area teachers to engage in curriculum discussions based on the content area in alignment with the Curriculum Review Cycle 	<ol style="list-style-type: none"> 4. PD offerings in SMART PD are outlined and listed
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction (multi-year)	Assistant Superintendent of Teaching and Learning, Building Administration, Faculty and Staff in conjunction with Hill for Literacy	Outline a literacy and math assessment schedule to measure, monitor and analyze student achievement	<ol style="list-style-type: none"> 1. The District Literacy Leadership Team (DLLT) is identified and meetings are scheduled throughout the school year 2. Develop an assessment schedule for literacy and math 3. Initial progress monitoring of student growth takes place a couple of times a year 4. Conduct data meetings 3-5 times a year and identify areas of strength and areas needing intervention 	<ol style="list-style-type: none"> 1. The DLLT meetings are scheduled and attended. 2. Math and Literacy assessments are administered three times a year based on the assessment schedule. 3. Student benchmark and progress monitoring data is reviewed and analyzed to drive instructional practices. 4. Data meetings take place during PLC time
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope	Assistant Superintendent of Teaching and Learning, Instructional	Utilize the district's curriculum management system to update curriculum in content areas as	<ol style="list-style-type: none"> 1. Designated RMS administration and faculty members will attend monthly Instructional Council meetings 	<ol style="list-style-type: none"> 1. Instructional Council agendas show a review of curriculum updates

and sequence for vertical articulation of standards covered during grade level transitions, daily instruction and assessments. (multi-year)	Council, Administration, Faculty and Staff	applicable to RMS	2. Members of the Instructional Council will report back to faculty and staff of any updates and changes relating to PD and curriculum plans	2. Curriculum updates are available to teachers in our curriculum management system
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Strategic Objective #2: Teaching & Learning
Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised PD planning process that supports effective and equitable teaching and learning with consistent and dedicated time. (multi-year)	Assistant Superintendent of Teaching and Learning, Principals, Instructional Council	The District Instructional Council will provide input on the 2023-2024 PD plan Staff will provide feedback at the end of each PD day	1. RMS faculty will provide feedback on the PD offerings throughout the school year to determine its effectiveness and next steps 2. Survey data from PD offerings from RMS and the district will be analyzed with the Instructional Council to be considered in the PD planning process	1. Survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators 2. Instructional Council agendas reflect discussion on survey results from PD offerings 3. PD plans reflect input from the survey results 4. Surveys are prepared and uploaded to SMART PD for educators to complete

				at the end of each PD session
2.5 Provide PD to support and implement adoption of the current Literacy Action Plan (multi-year)	Assistant Superintendent of Teaching and Learning, Instructional Council, Principal and Teachers	Implement the current District Literacy Action Plan RMS teachers will engage in Science of Reading Modules, (SOR)	<ol style="list-style-type: none"> 1. Provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program 2. PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy, during PLC meetings 3. Data meetings take place 3-5 times a year 4. SOR training modules are offered during PD Days, and/or PLC time 	<ol style="list-style-type: none"> 1. The <i>Into Reading</i> Program is implemented daily and faculty have the necessary resources to implement this program 2. PD schedule has been implemented and outlined for the school year 3. Data meetings take place and are used to inform teaching and learning 4. SOR Modules are completed by RMS educators

Strategic Objective #3: Support Systems

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting. (multi-year)	Director of Student Services, RMS Administration, Faculty & Staff	RMS will identify its current systems of support and create action steps to enhance our current structures in place	<ol style="list-style-type: none"> 1. Identify the systems of support for academics and social and emotional learning (SEL) at RMS 2. Targeted staff will participate in the development and implementation of the 	<ol style="list-style-type: none"> 1. Outline current systems of support for RMS in academics and SEL including Responsive Classroom 2. Safe and Supportive Schools Grant initiatives will be

			<p>Safe and Supportive Schools grant</p> <ol style="list-style-type: none"> 3. Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly 4. RMS educators will use the assigned FLEX block to provide intervention and enrichment to students 	<p>shared at the building level and reported out to staff, as applicable</p> <ol style="list-style-type: none"> 3. BBST/SRST meetings are attended and action steps are identified to support students 4. PLC and grade level meeting time is used to plan FLEX Block focus areas for student success
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Strategic Objective #4: Climate & Culture
 Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
<p>4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students. (multi-year)</p>	<p>RMS Administration, Faculty, and Staff</p>	<p>Continue to implement the Responsive Classroom Curriculum daily</p>	<ol style="list-style-type: none"> 1. Responsive Classroom techniques including: Morning Meeting, school & classroom rules, behavior supports, and restorative practices, will be implemented school-wide 2. Provide Responsive Classroom resources to faculty 	<ol style="list-style-type: none"> 1. Review expectations at the fall staff meeting and throughout the year as applicable 2. Responsive Classroom's scope and sequence are followed 3. Responsive Classroom Midweek Minute newsletters are shared weekly/monthly with faculty and staff

<p>4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. (multi-year)</p>	<p>RMS Building Administration, Faculty, and Staff</p>	<p>To provide consistent and informative news to RMS families faculty, and staff</p>	<ol style="list-style-type: none"> 1. Weekly newsletters (SMORE) are sent out on Sunday afternoons 2. Blackboard messages are created to inform RMS families, faculty, and staff of important school-related events and/or community events 3. The school website is up-to-date highlighting school events and happenings 4. Provide Monday Minutes to faculty 	<ol style="list-style-type: none"> 1. RMS Minute is sent weekly to update staff and families in regards to upcoming happenings 2. The SMORE will be posted on Facebook weekly, by the end of year 3. RMS events are added to our school calendar and included in the weekly SMORE 4. Monday Minutes are sent to staff weekly, by the building principal
<p>4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all. (multi-year)</p>	<p>ORR Director of Guidance, RMS Administration, Social Workers, & Classroom Teachers</p>	<p>Provide opportunities to highlight student voice within RMS on a bi-weekly/monthly basis</p>	<ol style="list-style-type: none"> 1. Identify Project 351 Influencers in grades 4-6 2. Hold monthly meetings with Project 351 students 3. Hold bi-monthly meetings with School Ambassadors 	<ol style="list-style-type: none"> 1. RMS Influencers attend the four training meetings and attend monthly meetings 2. Students meet to share ideas and problem-solve with their peers throughout the year 3. School-based initiatives are identified by Project 351 students and school-based Ambassadors
<p>4.5 Provide professional development to support and implement best</p>	<p>RMS Administration, Faculty, and Staff</p>	<p>Use PowerSchool as a consistent approach for tracking student incidents</p>	<ol style="list-style-type: none"> 1. Provide training to faculty/staff and administration on the use of PowerSchool Incident Reporting 	<ol style="list-style-type: none"> 1. Training on how to document incident reports within PowerSchool

practices related to tracking and improving student behavior and discipline			2. Create a clear outline of discipline procedures for faculty and staff	2. PowerSchool incident reporting is completed on an as-needed basis 3. Opening day meeting agenda reflects time spent explaining the new system
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Strategic Objective #5: Safe Schools
Ensure safe, secure, and equitable learning environments in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional development to school community members regarding physical and cyber safety and security practices. (multi-year)	District Business Office, Superintendent's Office, Principal & Assistant Principal	RMS faculty and staff will participate in physical and cyber safety training to reinforce best practices	<ol style="list-style-type: none"> 1. Provide faculty and staff training on school safety and cyber security 2. Conduct safety drills throughout the school year in alignment with the safety manual 3. Professional training in Crisis Prevention Intervention (CPI) 4. Invite local police and fire department personnel to visit and walk the schools 	<ol style="list-style-type: none"> 1. Training take place throughout the year on ALICE training 2. Fire drills are conducted with the support of the RMS Fire Department 3. Updated manual shared with The Leadership Council to be followed in emergencies 4. Staff training in CPI takes place each fall and throughout the year, as needed
5.4 Establish short and long term capital plans for all school buildings, grounds,	District Business Office, Director of Facilities, Superintendent's Office, RMS Head	Determine facility and grounds' needs through meetings and walkthroughs with Director of	<ol style="list-style-type: none"> 1. School administration will meet with the district administrative department heads to target areas of need in the building 	<ol style="list-style-type: none"> 1. Items added to the Capital Plan to be reviewed with town leadership 2. Building walks occur

and facility operations. (multi-year)	Custodian, and Principal	Maintenance for RMS, District Business Office, and Superintendent	<ol style="list-style-type: none">2. School and district administration will meet with town officials to walk the building and view areas of need3. Items agreed upon will be added to the town's capital improvement planning	<ol style="list-style-type: none">with a focus on high-need areas3. Town capital planning documents reflect the needs identified

Dina Medeiros, M.Ed., C.A.G.S.
Executive Director



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READS Collaborative
105 East Grove Street, Middleboro, MA 02346

ACCEPTANCE OF NEW MEMBER DISTRICTS TO READS COLLABORATIVE

At the READS Board of Directors meeting on November 16, 2023, by a majority vote, the board members voted to allow admittance of two new school districts, the Brockton Public School District and the Whitman-Hanson Regional Public School District, to READS Collaborative. This vote is subject to majority vote of two-thirds of the READS Collaborative Member School Committees.

Pursuant to Section IX: Procedure and Timeline for Admitting New Member Districts as outlined in the READS Collaborative Agreement:

_____, by a vote of our School Committee,
School District

approve the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024.

Date Vote Taken

Signature of Chairperson

Once completed, please mail, fax or email this signature page to:

READS Collaborative
Attn: Michelle Holden
105 East Grove Street
Middleborough, MA 02346
(508) 946-1088 (fax)
miholden@readscollab.org

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Fearless felines : 30 true tales of courageous cats by Hamilton, Kimberlie
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (November 1, 2019)</i></p> <p>Gr 3-5-Hamilton tells the stories of 30 cats from around the world that have inspired literary works, comforted loved ones in their last hours, served important politicians, and more. Packed with heartwarming stories and fun facts, this book will please animal lovers. A different artist illustrates each cat's account; for instance, the profile of Tama, Japan's furriest stationmaster, features beautiful watercolors that emulate Japanese artwork. Between each story, readers will find information on cats, including "how to tell if a cat loves you" and tidbits about felines in religion, mythology, war, and show business, accessibly presented in list format. VERDICT An excellent addition to elementary school libraries and children's nonfiction collections where animals, especially cats, are popular.-Molly Dettmann, Norman North High School, OK © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (November 15, 2019 (Vol. 116, No. 6))</i></p> <p>Grades 3-6. There's something conceptually wonderful about a collective biography of cats, as it reminds us that they have always been a part of our mundane human lives. An opening double-spread perfectly captures this feeling with a time line of cat-related landmark moments, ranging from 7500 BCE to 2006 CE. From there, we get light, single-page biographies of more modern felines—mostly from the twentieth century—set opposite their illustrated portraits. Hamilton's playful text is perfectly accessible, expertly blending the cute with the courageous, and in between profiles she inserts informational sections that, among them all, account for a wealth of knowledge on subjects such as common cat superstitions, feline anatomy, lists of movie-star cats, and ways to help cats in need. As for the individual subjects, their stories are surprisingly enticing. The tales of Félicette, out-of-this-world astro cat; Snowball, the cat who solved a murder; Towser, the world's deadliest distillery cat (credited with 28,899 mouse kills); and Oscar, the cuddly grim reaper, will change the way</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

	readers view their furry friends.
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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).	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:



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: _____

S. Salt



Old Rochester Regional School District
Massachusetts Superintendency Union #55

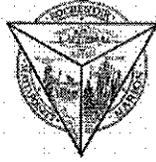
Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Witch & wombat by Belote, Ashley
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (June 1, 2023)</i> PreS-Gr 2-Wilma, a child witch, wakes up excited. Today, she will become a complete witch. She goes to receive her cat to start her magic training. She gets to the pet shop, but they are all out of cats and only have a wombat. So begins a whimsical story of Wilma and her wombat, and as readers soon learn, wombats are so unlike cats. They do not play with yarn, they produce cube-shaped poop, they have small tails, and they can dig tunnels up to 650 feet long. They will not perch on the cauldron, as Wilma needs, and her wombat is afraid of flying on a broomstick. She cries out in distress and wishes he were a cat-and he disappears. When she discovers that the wombat is reading up on how to become a cat, Wilma is in awe, and changes her mind about what kind of witch she will be. This quirky picture book lives beyond any seasonal use. The font is set up in a graphic novel-type format, which may be small for some younger readers. VERDICT With a valuable lesson to accept others as they are, this story is great for any children's collection, any time of year.-Annmarie Braithwaite © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Magazine (September/October, 2023)</i> Wilma is excited to bring home her new cat, but there's a big problem: the pet store is out of cats and gives her a wombat instead. The young witch doesn't hide her disappointment and unsuccessfully tries to force her pet to be more catlike. Belote's humorous digital illustrations showcase the many ways a wombat is not like a cat. It's only after her pet runs off that Wilma begins to appreciate the wombat she has. This lighthearted and heartwarming allegory about acceptance also includes a brief appended list of interesting facts about wombats, building on a sillier list within the story. Marva Anne Hinton September/October 2023 p.22</p>

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Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Boop! By Birdsong, Bea
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal Xpress (March 24, 2023)</i> PreS-Gr 2-Dog snoots need boops, or gentle taps on the nose, in this irresistible, interactive story. Hunter creates cheerful and bright illustrations with dogs of all shapes and sizes scampering and frolicking, noses held high awaiting a little finger to engage them with a boop. The playful rhyming narrative dances along each spread with colorful, bold fonts, prompting readers to "boop the floofliest snoot" and praising "Booper[s] extraordinaire! The boopiest booper[s] with booping flair!" An admonishment in the opening pages warns readers not to touch a dog without the owner's expressed permission. This read-aloud lark will rouse listeners. VERDICT An interactive read to delight young children.-Rosemary Kiladitis © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (May 1, 2023)</i> Join the fun and be the "boopiest booper with booping flair!" Get your finger ready to boop a dog on the snoot. As Birdsong explains, a snoot is a nose, and a boop is a gentle tap. After all, "snoots need boops." The floppy-eared golden canine star of this tale loves boops and celebrates after receiving one. (A warning opposite the title page notes that children should ask permission before booping a real dog.) One spread contains a counting exercise as readers are asked to count "One snoot. Two snoots. Three snoots. Four. And boop one more!" Young listeners will love interacting with the playful cartoon illustrations to find and give boops to the "floofiest" and "smooshiest" snoots. Another page invites them to boop a pooch sitting on a seesaw, one who's standing on a wagon, and another who's lying upside down on a giant ball. The dogs' excitement increases with each creative page turn. Readers must even rotate the book 90 degrees at the height of the "boopiest boop-bonanza." Amid all the joyful chaos, the main dog looks directly at readers and orders them to "STOP the BOOK!" After all, "there's one more snoot that needs a boop!" Laughter will ensue as readers are asked to get their fingers ready and boop their own snoots. (This book was reviewed digitally.) Will give adults and children alike many reasons to giggle. (Picture book. 1-4)</p>

Criteria for Selection of Library Materials



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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 ▾
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 ▾
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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: 



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Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Tumble by Bergstrom, Adriana Hernandez
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal Xpress</i> starred (September 29, 2023) PreS-Gr 1-"Wind blows/ Tumble goes." Drifting with the desert wind, a lone tumbleweed introduces the plants and animals living in an arid terrain. A collared lizard soaks up the rays of a sultry sun, a roadrunner struts across a desolate highway, and burrowing owls emerge from ground nests. The tumbleweed freely rolls until it is entangled with a prickly pear cactus. Rain drops begin to fall, the tumbleweed anchors its roots, and pinhead-sized pink flowers bloom. Soon the scorching sun beats down on the tumbleweed and the plant dries, curling until the its roots snap and it is once again wandering through the desert. Mirroring the cyclical life of the tumbleweed, the story ends as it begins. Bergstrom's story is told in short, rhyming couplets paired with rich, earthy illustrations. Movement is a prominent theme in this story, evident by wisps of blowing wind and bouncing dashed lines trailing the tumbleweed. This dynamism is emulated through the text's font; ellipses curl up as the wind blows, letters hop when the tumbleweed bounces, words waver in the wind as a cactus sways. Back matter contains a visual index of the desert life seen throughout the story, challenging readers to a game of look-and-find. A section of satisfying facts about tumbleweeds is provided for the questions curious minds are likely to have about this nomadic plant. VERDICT Dusty with a hint of whimsy, this playful primer on desert life is perfect for all libraries.-Emily Brush © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (May 15, 2023 (Vol. 119, No. 18)) Preschool-Grade 1. "Wind blows . . . / Tumble goes. / Fence stops. / Tumble hops. / Cactus waves, / Tumble stays." Using succinct rhymes, Bergstrom follows a lone tumbleweed as it blows across a dry landscape, encountering prickly pear cacti, jackrabbits, and wolves. When rain arrives, Tumble attaches itself to the soil, where it unfurls, sprouting green leaves and pink blossoms that attract ladybugs and dotted skipper butterflies. Then the heat returns, and Tumble folds back up, rolling away in the wind. This simple introduction to an arid ecosystem features richly hued landscapes, clearly depicted flora and fauna, and bold broken lines that convey this weed's often bouncy path. Earth tones and oranges predominate in the dry-season artwork, while blues, greens, and pinks burst forth on rainy spreads. Backgrounds are uncluttered, allowing the plants and animals to remain a central focus. Appended with an illustrated list of animals and plants portrayed and fun facts about these diaspores, this will</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

	be a welcome addition to primary science units.
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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.	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:

S. Scott



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Our day of the dead celebration by Aranda, Anan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here - <i>School Library Journal (June 1, 2022)</i></p> <p>K-Gr 3-In her authorial debut, Aranda, illustrator of <i>The Chupacabra Ate Our Candelabra</i>, delivers a charming ode to the Latinx Day of the Dead holiday. A little girl narrates this sweet tale that takes readers through her family's preparations for the event that occurs every November 1st through 2nd, in which families honor those who came before with altars, poems, marigolds, and sugar skeletons. Mar and her sister Paz learn how to make Tia Lucha's favorite tamales, Paz practices their great-grandfather's accordion, and they read through Grandpa Ramón's travel journals. The importance of family, storytelling, and tradition shines through the text and joyous textured illustrations, rendered in watercolor, ink, gouache, and a little bit of Himalayan salt on the paper. Warm and vibrant hues, such as the orange of the marigolds and the bright colors of the papel picado, add to the lively, celebratory mood. The end papers feature a family tree that shows which of the relatives have departed and which ones are still alive. Calaveras, or skulls, and living people mingle throughout, but the joy-filled celebration is especially evident during the fiesta scenes. The matter-of-fact text contains not a hint of fear or mourning, which might be just the right tone for some children with a recent death in the family, making this a perennial title and not one to relegate to Day of the Dead shelves or displays. The living characters all have tan skin and dark hair. A short author's note concludes the book. VERDICT Great fun; a strong choice for picture book collections. -Shelley M. Diaz © Copyright 2022. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (September 15, 2022 (Vol. 119, No. 2))</i></p> <p>Grades K-2. Writer and illustrator Aranda shares a story inspired by her own family. Here, a family prepares to celebrate the Day of the Dead, going to the market to gather supplies, arranging the ofrenda, making tasty treats, and decorating sugar skulls. As their altar setup begins, they share stories of their venerable ancestors, and when they can't remember a detail, they make a note to ask Abuelita—she knows all the family stories. Once their intricate altar is ready and the guests finally arrive, their convivial party, with the living and the dead in attendance, can finally begin! Aranda's warm artwork incorporates bright and cheerful visual metaphors, such as swirling monarch butterflies, which represent the distance guests travel to return home for the party. The family tree in the opening pages and emphasis on family stories underscores the connection to ancestry the holiday celebrates, and the upbeat and happy tone reminds readers that remembering loved ones, even those we miss terribly, can</p>



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	be a source of joy.
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Criteria for Selection of Library Materials

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	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. ▾
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Old Rochester Regional School District
Massachusetts Superintendency Union #55

Signed: _____

S. Scott



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Duck on a tractor by Shannon, David
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here - <i>School Library Journal (June 1, 2016)</i></p> <p>PreS-Gr 2-A daring duck gets the wild idea to ride an unattended bike down on the farm in Shannon's Duck on a Bike. At the very end of that now classic storytime title, the mischievous drake spies a tractor, thereby setting the stage for this delightful follow-up. Duck decides to drive the massive red vehicle into town, with his fellow barnyard pals piled comically on top. As they roll down the main road and past the local diner, the townsfolk exclaim in wonder, disbelief, and concern. Following the pattern of the first book, each character says one thing but thinks something else ("Deputy Bob blabbered, 'If that don't beat all!' But what he thought was, 'How am I gonna explain this to the sheriff?'"). Careful observers may notice some striking similarities between the human residents and the farm animals. The folksy dialogue and repetition make this ideal for reading aloud. It's Shannon's painterly and exuberant artwork, however, that steals the show. Characters' exaggerated facial expressions and body language will keep kids giggling, while dynamic compositions and changing points of view add to the pitch-perfect comedic timing. VERDICT An energetic, laugh-out-loud tale that's a worthy companion to Duck's first big adventure.-Kiera Parrott, School Library Journal © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (September 15, 2016 (Online))</i></p> <p>Preschool-Grade 1. Duck is at it again with his wild ideas! Since he was able to ride a bike (Duck on a Bike, 2002), why not try a tractor? Once he gets it running, duck invites the farm animals to hop on for a ride. While getting aboard, the animals each exclaim one thing, but think another. 'Woof!' said Dog. But what he thought was, 'We're going for a ride!'" The animals catch the attention of the townsfolk as Duck drives the tractor past the diner, where, like the animals, each person exclaims one thing but thinks another. When Farmer O'Dell realizes that the animals are on his tractor, it's a mad dash for the animals back to the farm while the townsfolk wonder if what they saw was just an optical illusion. Shannon's engaging text, lightly sprinkled with onomatopoeia, offers comical insight into the difference between thoughts and words, and his brightly colored paintings fill the pages with hilarious, over-the-top facial expressions. A great read aloud—one-on-one or for story time.</p>



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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Hickory dickory dock (Pete the Cat) by Dean, James & Kimberly
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>Reviews available and posted here</p> <p><i>Horn Book Guide (Fall 2010)</i></p> <p>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></p> <p>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

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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The last kids on Earth and the forbidden fortress (Last Kids On Earth, Book 8) by Brallier, Max
<p>Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.</p>	<p>This book is part of a series. The review below belongs to other titles reviewed here.</p> <p>Reviews available and posted here <i>School Library Journal (September 1, 2015)</i> Gr 3-6-An apocalyptic monster attack has destroyed the town of Wakefield, leaving gigantic, slime-filled creatures in its wake. It appears that the entire population has been turned into zombies, except for 13-year-old Jack Sullivan. Jack is an abandoned foster kid trying to survive the catastrophe while living in a tricked-out tree house. In his daily fight for survival, which includes hand-to-hand combat using makeshift weapons, he locates two of his fellow students. One's a science geek, and the other's an oversize school bully. They unite to form a small army and set off to rescue a classmate they believe is trapped in their decimated school. The chapter book/graphic novel hybrid is fast moving and action packed. Loaded with outrageous devices such as a rolling ball of zombies, a revenge-filled creature with bad eyesight called BLARGH, and a monster-dog name Rover, this book provides loads of laughs. The characters are fully developed and honest in their adolescent interactions. Yet what sets this story apart from the typical gross-out fare is how these modern-day action heroes work through their emotions, which include love, loss, and extreme fear. Dynamic pencil sketches add to the hilarity. For readers looking to make the transition from chapter books to graphic novels, this is a foolproof initiation. VERDICT A gross-out good time with surprisingly nuanced character development.—Sada Mozer, Los Angeles Public Library © 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> Grades 3-6. It's been 42 days since the onset of Monster Apocalypse, and because his foster family abandoned him once the vicious zombies, sentient vines, and grotesque beasts arrived, Jack has been relying on his wits and gumption to survive. To keep himself going, he outfits his tree house into an "impenetrable fortress of power" and assigns himself video-game-style "Feats of Apocalyptic Success," such as "steal the hats off five different zombies," and the greatest feat of all, "Find and rescue love interest, June Del Toro." Eventually, he reunites with his genius best friend, Quint, and former bully Dirk, and along with their "pet" monster, Rover, they set off to the middle school to rescue June—who so doesn't need it. Jack's snappy, upbeat first-person narration is well matched by Holgate's comic-book-style artwork, which takes over the narrative in little bursts. The video-game-like plotting, gross-out humor, frequent pop-culture references, and quippy dialogue make this a great fit for reluctant readers.</p>



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	Recommend to Wimpy Kid fans looking for a horror-lite adventure.
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This book meets the criteria for inclusion in the library collection. ▾

Reason:



Old Rochester Regional School District
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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The Cursed Moon by Cervantes, Angela
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here</p> <p><i>Booklist (August 2023 (Vol. 119, No. 22))</i></p> <p>Grades 4-7. Rafa is a storyteller who can come up with the scariest stories to send chills down anyone's spine. He knows that his stories are fictional, so he is never frightened about anything except his mom, Nikki, who has been in and out of his life. But a new kind of fear brews when Ms. Martin warns Rafa about the upcoming blood moon and tells him to refrain from telling any scary stories. Rafa initially disregards her cautionary advice, and while they sit in a tree house under the blood moon, he tells his friends a story about the Caretaker, a being who takes children. Strange things begin to happen, and it seems like his nightmarish stories are coming to life. It's up to Rafa to stop the Caretaker before it takes its next victim. Award-winning author Cervantes is back with a story that will captivate horror fans. Cervantes' storytelling is a balance between earnest and eerie that will have readers at the edge of their seats.</p> <p><i>Kirkus Reviews (July 1, 2023)</i></p> <p>A boy tells one scary story too many and must find his way to a happy ending—or else. Eleven-year-old Mexican American Rafael Fuentes loves writing horror stories. It comes easily to him despite his struggles in school because much of his life has been a different kind of scary story, one full of neglect and instability. For the past two years since their mom was sent to prison, Rafa and his younger sister, Brianna, have lived with their loving abuelos. But now Rafa is dreading his mom's upcoming early release. One day, neighbor Ms. Martin warns Rafa that he should not, under any circumstances, tell a scary story during the upcoming blood moon. But Rafa's storytelling has brought him social acceptance, so at his friends' urging, he tells one of his most frightening tales yet. Soon after, strange, unsettling things start happening. Rafa thinks his spooky story has something to do with this, and he tries to craft a new, happy ending for his story. With the support of his friends and help from a magical jaguar, he faces down the evil threat. Featuring excellent pacing and seamlessly centering a diverse, well-drawn community, Cervantes' latest deals with the complicated issues that arise from having an incarcerated parent and provides ample creep factor for young horror fans without ever losing sight of the fact that maintaining hope is key. The power of words lies at the heart of this heartwarming story. (Horror. 8-12)</p>

Criteria for Selection of Library Materials



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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Odder by Applegate, Katherine
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here</p> <p>Gr 3-7-From the details of the real-life otter rescue program at Monterey Bay Aquarium, Applegate imagines a backstory for the sea otter #156, named Odder. Odder is a bit of a misfit, feeling an inexorable need to push the boundaries of her local habitat. Interacting with humans and exploring amid dangerous predators, her adventurous spirit eventually gets her in trouble. The dark yet humorous tone of the free verse paints a very human set of motivations for risk-taking and living life on one's own terms. Odder's origin story comes to life through her eyes as she convalesces following a shark attack that risked her friend's life and made Odder feel responsible, even while revealing her courage and loyalty by coming to the rescue. Santoso's grayscale illustrations complement the factual underpinnings of the narrative, encompassing the wild ocean world where predators rule and others struggle for survival. This book will appeal to animal lovers and anyone who feels a little stifled by convention.</p> <p>VERDICT Hand this book to middle grade fans of marine biology, authors like Sharon Creech and Eliot Schrefer, and Applegate's Newbery-winning <i>The One and Only Ivan</i>.-Tara Kron © Copyright 2022. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (August 2022 (Vol. 118, No. 22))</p> <p>Grades 4-6. Odder the otter has always been just a little bit, well, odd. The aquatic daredevil is driven by an urge to dive deeper, play harder, and explore further, gifted with the ability to turn "frolic into art." Odder can't resist her instinct to explore the wide world and investigate its mysterious inhabitants, despite motherly advice to avoid anything unfamiliar. Unfortunately, there is another inquisitive (and hungry) animal in the bay, and a shark attack leaves Odder's life ebbing away after she washes up on shore. Not to worry: Odder finds herself in the care of a nearby aquarium, and as she convalesces, she hazily recalls her stay there as a wayward pup, before being returned to the wild. But what will become of the injured otter if she can't roam free? Based on the Monterey Bay Aquarium and its otter rescue and fostering program, this gorgeous story is told in flowing free verse that slips by as silkily as an otter in water. The unconventional form perfectly suits a story told almost entirely from Odder's perspective, imparting dreamy observations of the natural and human worlds from an animal's point of view. Handsome black-and-white illustrations, some of them simple studies of sea creatures, punctuate the verses; it's almost impossible to resist the depictions of fluffy otter pups. A stunning study of a remarkable and resilient sea creature.</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: *S. Sam*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	I Survived book series by Tarshis, Lauren: <i>I survived the Wellington Avalanche, 1910 (I Survived, Book 22)</i>
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>Reviews available and posted here</p> <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>

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4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
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7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
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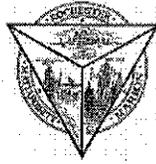
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: *Sarah N. Hill*



Old Rochester Regional School District
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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The official Harry Potter baking book : 40+ recipes inspired by the films by Farrow, Joanna
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: <input type="text" value="This book is part of a series. The review below belongs to other titles review..."/></p> <p>Review Status: <input type="text" value="-"/></p> <p><i>School Library Journal (July 1, 2021)</i> Gr 4-8-Inspired by the "Harry Potter" movies, food writer Farrow (Doctor Who: The Official Cookbook) has created a baking book with recipes as beautiful as they are delicious. Divided into savory and sweet sections, these advanced recipes are perfect for kids who are serious about cooking. Yeast breads, pastries, cakes, and cookies are transformed into Mandrake Bread, Sorting Hat Cupcakes, Wand Breadsticks, and more. Color photos of these creations adorn each page along with stills from the movies, elevating this baking book's shelf appeal. Also throughout the book are colorful text boxes with "Top Tips" that provide extra help for young chefs and "Magical Facts" that supply movie trivia. The unique angle of Harry Potter-themed foods will make this book a hit with Potter fans and themed party planners. VERDICT A highly recommended baking book for Harry Potter fans and serious young chefs.-Kate Rao, Alhambra Civic Center Lib., Alhambra, CA © Copyright 2021. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

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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.	<input type="text" 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	<input type="text" value="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 ▾

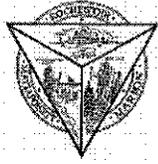
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: S. Sallan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Big book of who. Basketball (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
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable



Old Rochester Regional School District
 Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The MLB encyclopedia (Sports Encyclopedias) by Flynn, Brendan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles - N/A</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (April 1, 2022)</i> Gr 3-7-For browsers who want a Guinness Book experience, but with a laser focus on sports, this series is clutch. Each book follows a similar formula, starting with a history of the sport and the formation of formal competition. For MLB, NBA, and NFL, the league history is followed with the backstories, best players, and lifetime stats of each individual team. Mini bios of star athletes are followed by lists of all-time leaders across a variety of statistical categories. The Olympics Encyclopedia for Kids starts with the history of the games, then breaks down the individual events for both summer and winter games. There's a section dedicated to the Paralympics, as well as past events that were discontinued and memorable milestones. Each encyclopedia includes references to times when sports weren't equitable for athletes of color, early and often. The bite-sized, honest history makes this an ideal add. VERDICT A first purchase. © Copyright 2022. 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



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(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 ▾

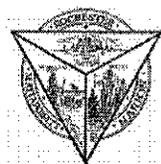
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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: *S. [Signature]*



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	World's most extreme animals (World's Most) by McGhee, Karen
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: - N/A -</p> <p>Reviews available and posted here <i>School Library Journal (April 1, 2022)</i></p> <p>Gr 5-8-These fact-filled titles are a treat for older readers in search of fun animal information. Each book features several dozen brief animal profiles, grouped by continent. Most spreads include a full page focused on a single creature, alongside briefer passages on three or four other animals that are each accompanied by at least one photograph. World's Most Extreme Animals highlights a uniquely superlative characteristic of each featured animal, such as the klipspringer's jumping ability. Deadly Animals focuses on the animals' dangerous qualities and how they utilize them in the wild. World's Most Freaky Animals examines especially unusual physical features and behaviors. The tone necessarily shifts from fun to dire with World's Most Endangered Animals, which looks at critically endangered species, including the causes for their scarcity and, in some cases, conservation efforts. VERDICT A wealth of facts on a wide array of species makes this a strong set for browsers. © Copyright 2022. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (February 15, 2022 (Vol. 118, No. 12))</i></p> <p>Grades 4-6. Combining quick facts, superlatives, and eye-catching color photos of animals in action, The World's Most series (4 titles) is a high-interest survey of some of the Earth's most notable creatures. Each volume arranges animal species by continent with short profiles offering vivid descriptions of their physical characteristics and environment. World's Most Extreme Animals not only looks at the planet's largest, longest, fastest, and heaviest animals but it includes animals like the American black bear (best sense of smell) and the chimpanzee for its high intelligence. Throughout the series, fast-fact boxes provide even more highlights for reluctant readers and animal enthusiasts alike.</p>



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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The history book (Our World in Pictures) DK Publishing Smithsonian
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	This book comes from a publisher known for quality children's books. It is ... N/A Reviews available and posted here

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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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



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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	All thirteen : the incredible cave rescue of the Thai boys' soccer team by Soontornvat, Christina
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>Reviews available and posted here - <i>School Library Journal</i> starred (September 1, 2020) Gr 4-7-In 2018, 12 members of the Wild Boars soccer team and their assistant coach were trapped in a cave for 18 days. It was a stunning and miraculous story that captivated the world. On June 23, 2018, the team and their assistant coach decided to hike through the caverns of Tham Luang Nang Non, the Cave of the Sleeping Lady. However, when they tried to leave, they discovered that the cave was flooded and they were trapped. Soontornvat's narrative nonfiction account shares these events and those that led to the rescue along with intricate details about caverns, sump diving, and other scientific details that emphasize the harrowing conditions of the rescue. She also touches on Thai culture, immigration issues, Buddhism, and religion. The main rescuers and their heroic efforts are highlighted, but Soontornvat also showcases stories of the Thai volunteers who had a huge impact on the rescue. Full-color photographs, maps, illustrations, and graphs are included throughout the text. The author, who is Thai American, was in northern Thailand visiting family when the story first broke. Her author's note features background information about interviewing the people involved with the rescue and meeting the Wild Boars team. Extensive source notes are included as well as a bibliography, image credits, and an index. VERDICT This stellar nonfiction work reads like a heart-pounding adventure story. Every library should have a copy.-V. Lynn Christiansen, Wiley International Studies Magnet Elem. Sch., Raleigh, NC © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (August 2020 (Vol. 116, No. 22)) Grades 5-8. In summer 2018, the eyes of the world were on Tham Luang cave in northern Thailand, where the coach and 12 members of a boys' soccer team, the Wild Boars, became trapped in a flooding cavern. Through a chronological narrative as thrilling as any fiction, Soontornvat (<i>A Wish in the Dark</i>, 2020) recounts the 18-day saga, from the team's carefree excursion to their harrowing captivity and miraculous rescue, which involved an international coalition of thousands, led—and this is key—by Thai civilians, soldiers, and engineers. The staggering scope of contributions is organized with perfect clarity, integrated seamlessly into the tale. As readers are guided through all the factoring risks, technologies, and strategies, they will get to know several key players, whose interactions are contextualized by precisely timed asides illuminating Thai</p>



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	<p>culture, from Buddhism to soccer to social etiquette, all critical to understanding the complexities of the operation. Soontornvat selects details and measures her pacing with the practiced hand of a master storyteller, and while everything is supported by meticulous research, the prose never suffers from information density; rather, every aside—whether on hypothermia, ketamine, or Navy SEAL training—adds tension through understanding. Readers who already know the outcome will nonetheless be enthralled by this singular tale that captures the importance of STEM education, the beauty of Thailand, and the best of humanity—collaboration, innovation, sacrifice, family, and love.</p>
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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 ▾



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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. >

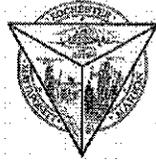
Signed: _____



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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The Bad Guys series (Bad Guys, Books 6 - 10) by Blabey, Aaron <i>Alien vs Bad Guys - book 6</i> <i>Do-You-Think-He-Saurus?! - book 7</i> <i>Superbad - book 8</i> <i>The Big Bad Wolf - book 9</i> <i>The Baddest Day Ever - book 10</i>
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>Reviews available and posted here</p> <p><i>School Library Journal (November 1, 2016)</i> Gr 2-4-Be prepared to hear laughter, and lots of it, as students plunge into this graphic novel hybrid. The story opens with Mr. Wolf speaking directly to the audience. Despite his "big, pointy teeth," his "razor-sharp claws," and his suspicious rap sheet filled with familiar "Three Little Pigs" and "Little Red Riding Hood" references, he implores readers to believe he is not a bad guy. Mr. Wolf is on a quest to persuade his carnivorous friends to be part of the Good Guys Club. Their first mission is to rescue a cat from a tree, and even though his friends think Mr. Wolf has lost his mind, they agree to help. Illustrations exaggerate the animals' sharp teeth and wide smiles as they stare up at the terrified kitty. After a few bumps in the plan (namely, Mr. Snake eating Mr. Piranha), an accidental success ensues and they move on to their grand plan of freeing 200 dogs from the pound. Expressive illustrations and typography will captivate budding readers' attention and aid in comprehension. Witty and slapstick humor coupled with menacing animal faces on a bright orange cover ensures this book will appeal to a wide audience. VERDICT Reminiscent of Aaron Reynolds's <i>Carnivores</i> and Jon Scieszka's <i>The True Story of the Three Little Pigs</i>, this humorous title is highly recommended for all libraries.-Beth Parmer, New Albany Elementary Library, OH © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>School Library Journal (January 1, 2017)</i> Gr 2-4-The "Bad Guys" return for another rescue mission. This time their goal is to free 10,000 chickens from Sunnyside Chicken Farm. Readers new to the series will benefit from the summary that kicks off the story. However, fans of the original will also delight in one of the most creative synopses appearing in serial books. In this second tale, Mr. Wolf is still trying to prove that his crew is filled with "good guys," which isn't always easy. While Mr. Snake agrees to aid in the</p>



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	<p>chickens' release, it is clear to readers that he would rather eat them. To accomplish the chicken rescue operation, Mr. Wolf must enlist the help of a computer-hacking expert. Despite Mr. Shark's trepidation, a tarantula joins the team. In a spoof on "Mission Impossible," the heroes must break into the security system, navigate laser beams, and avoid wall sensors. It's "Mission, Like, Totally Impossible." Blabey continues to charm a wide age range of readers with uproarious storytelling and artwork that features exaggerated facial expressions. Readers will revel in the voice of his newest character. Variations in font sizes and styles not only make the pages sizzle but also aid developing readers. A twist at the end of this installment is sure to have kids begging to read more. VERDICT Guaranteed to be a hit for chapter book readers looking for humor and action. -Beth Parmer, New Albany Elementary Library, OH © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>
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Criteria for Selection of Library Materials

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	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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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 ▾



Old Rochester Regional School District
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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

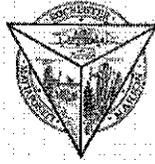
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

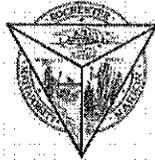
Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	<p>What Do We Know About? series (4 Books):</p> <p><i>What Do We Know About Crop Circles?</i> by Hubbard, Ben <i>What Do We Know About the Loch Ness Monster?</i> by Kotre, Steve <i>What Do We Know About Bigfoot?</i> by Korte, Steve <i>What Do We Know About Atlantis?</i> by Berne, Emma Carlson</p>
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>Reviews available and posted here</p> <p><i>Booklist (February 1, 2023 (Vol. 119, No. 11))</i> Grades 3-5. Written in a measured but engaging tone, the newest additions to the What Do We Know About? series (2 new titles) plunge into cryptids and the paranormal. These books do an excellent job of tackling their perennially popular topics by incorporating history, folklore, eyewitness accounts, scholarly insights, and instances in which sightings or evidence have been debunked. Frequent grayscale chapter illustrations add to the fun. It's whirlwinds and energy fields versus UFOs in <i>Crop Circles</i>, which runs through many accounts and sightings of these artfully flattened fields, while pulling in scientific opinions and relevant history, like the alien-stoked fervor of the 1960s Space Race. Both volumes examine hoaxes—<i>Crop Circles</i> devotes three chapters to England's Doug Bower and Dave Chorley, hoaxers extraordinaire—and end with event time lines. Bibliographies helpfully identify any books for young readers, making further exploration a breeze. Enjoyable reading for curious minds, whether believers or skeptics.</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:

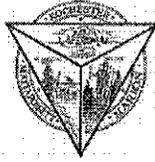
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria
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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	<p>Branches: Press Start! book series (Books 1 - 5) by Flintham, Thomas</p> <p><i>Game Over, Super Rabbit Boy!</i> - Book 1 <i>Super Rabbit Boy Powers Up!</i> - Book 2 <i>Super Rabbit Racers!</i> - Book 3 <i>Super Rabbit Boy vs Super Rabbit Boss!</i> - Book 4 <i>Super Rabbit Boy Blasts Off!</i> - Book 5</p>
<p>Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.</p>	<p>This book is part of a series. The review below belongs to other titles reviewed in this series.</p> <p>Reviews available and posted here:</p> <p><i>School Library Journal</i> (November 1, 2016) Gr 1-3-A young boy playing a handheld video game as the character Super Rabbit Boy works his way through many colorful pages of peril, navigating a sea of Robo-Crabs, biting Robo-Fish, quicksand, Robo-Snakes, and the very scary Mount Boom and trying to save Singing Dog and all of Animal Town from King Viking and his robot army. The point of view quickly shifts from a third-person perspective of the boy in his messy bedroom to a first-person perspective as the boy plays his game, then flashes between these two viewpoints throughout. Brightly colored illustrations of the game screen move the story along rather quickly. With short chapters and full-color pages, this first installment in a new series will draw in young independent readers. VERDICT A strong addition to most chapter book collections, especially where there are gamers.-Lindsay Persohn, University of South Florida, Tampa © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (November 1, 2016 (Vol. 113, No. 5)) Grades 1-3. Can Super Rabbit Boy, "the greatest hero of all time," advance through six levels to reach Boom Boom Factory, defeat evil King Viking, save Singing Dog, and bring fun back to Animal Town? With illustrations galore and a graphic-novel-style presentation, this fast-paced story takes readers inside the handheld device of a young gamer. The first in the Press Start! series, this transitional chapter book takes its cue from retro video games, like Sonic the Hedgehog. The digital illustrations use bright neon colors and pixelated shapes. Appropriate for its audience, only a few lines of text appear on each page. While the narrative font is easy to read, the pixelated all-caps "game" font might be a bit challenging for less-experienced readers. Word repetition is built into the story, as Super Rabbit Boy dies repeatedly, forcing him to retry levels. Although the abrupt conclusion isn't as satisfying as the buildup, the gaming gimmick and graphic layout is sure to appeal to many readers, especially reluctant ones.</p>



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Criteria for Selection of Library Materials

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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 ▾
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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:

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

Signed: S. Sob



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Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	I Survived book series Graphic Novels by Tarshis, Lauren: <i>I survived the Great Chicago Fire, 1871 (I Survived, Book 7)</i> <i>I survived the American Revolution, 1776 (I Survived, Book 8)</i>
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 here.</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (December 1, 2019)</i> 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 (January 1, 2020 (Vol. 116, No. 9))</i> 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</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

	story. Includes additional facts about the shipwreck, period photos, and further-reading lists for kids inspired to further research.
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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.	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:

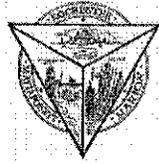


Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: _____

S. J. [Signature]



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Simon and the better bone by Tabor, Corey R.
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal Xpress (September 29, 2023)</i> K-Gr 2-A great book for introducing even older children to the notion that the grass is not always greener on the other side. Acknowledging the source as Aesop, Tabor introduces Simon, a dog who is happy with his bone until he spots another dog with a better one (his reflection in water). What should he do? How can he get that bone for himself? Simon has some creative attempts, but nothing seems to work until finally he throws caution to the wind and decides to just pounce. Students will be laughing and cheering for poor little Simon and his very real struggle. The heartwarming ending gives students an example of how to be a good friend, even through conflict. The pencil, color pencil, and acrylic paint give the soft illustrations a beautiful light feeling. A favorite image is the last, showing Simon walking home hoping he will see his new friend soon, just as he is getting ready to pass a particular store. VERDICT This good-natured story will have students and teachers alike laughing at the trials and tribulations of silly Simon, whether they are familiar with the original or not.-Darla Kaminsky © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (May 15, 2023 (Vol. 119, No. 18))</i> Preschool-Grade 2. This heartwarming story updates Aesop's fable "The Dog and His Reflection." A small brown dog bounds through an urban park, then digs up a bone. The dog, Simon, is happy with his find until he sees what he believes to be another dog with a better bone (of course, it's just his reflection in a pond). When the "other dog" ignores his attempts to engage, he becomes increasingly frustrated until he finally pounces into the water. When he emerges from the pond, Simon feels sorry. So when he spots an even better better bone, Simon offers it to the other dog. This surprising act of generosity is a refreshing twist to the original fable. The text and the illustrations partner seamlessly to tell the story, yet each is strong enough to stand alone. This book's unique orientation cleverly uses the gutter in the vertical double-page spreads to show Simon and his reflection. The abundant white space keeps the reader's focus on Simon, and Tabor effectively uses simple lines and curves to show Simon's dynamic emotions and movements. The pastel color palette complements the gentle tone, while the exuberant scribbles in colored pencil and joyful dabs of acrylic paint underscore the childlike spirit of the story. This is sure to be a storytime favorite.</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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:

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

Signed: *J. [Signature]*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	The Umbrella by Ferry, Beth
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>Reviews available and posted here : <i>School Library Journal Xpress</i> starred (May 5, 2023) PreS-Gr 2-The exceptional duo behind <i>Stick and Stone</i> are back with another unmissable and upbeat collaboration that begins with seemingly endless rain. Brief, rhyming text-"Dim. Grim. Drip. Drop. Nonstop"-captures the gray and dispiriting mood. However, rain or shine, a young child must walk the dog. Donning their best rain gear, the duo venture outside and come across a free yellow umbrella while browsing in a shop. Their excitement is short-lived when the umbrella tears into pieces on the journey home. More rainy days follow, and they make a wonderful discovery: the pieces of yellow cloth have bloomed into brand new umbrellas! The child collects the umbrellas, distributing them throughout the community; this clears the clouds and spreads sunshine in the process. Ferry's masterful use of limited text expertly captures the emotions of the young girl, the atmosphere of the town, as well as the rhythm of the rain. Lichtenheld's expressive illustrations pair perfectly with the text, depicting the community in shades of gray before featuring pops of yellow. Pair with Amy June Bates's <i>The Big Umbrella</i> and Linda Ashman's <i>When the Storm Comes</i> for additional uplifting storm and community-centered titles. VERDICT Simple and superb-a must-have for any collection.-Olivia Gorecke © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (February 15, 2023 (Vol. 119, No. 12)) Preschool-Grade 2. Seemingly endless rain has made everything "dreary. Weary. Dim. Grim" for young and old. However, it's time for a girl to walk her pup. Coming upon an intriguing curio shop, they venture inside and find an old, shabby, yellow umbrella. What could it be used for? Perhaps a coat? An upside-down, pup-size boat? Anyway, it's free. But as they carry it home through the park, it falls apart, leaving pieces on the ground—"Crumble. Tumble. Trail of tatters." Though the rain continues, the pair ventures out again and finds something unexpected: bright-yellow umbrellas have sprung up, flowerlike, in the wake of the previous day's walk. There are plenty to share, and as townspeople gather, yellow umbrellas in hand, the clouds depart and a smiling sun emerges, bringing joy and fun. Ferry and Lichtenheld (<i>Stick and Stone</i>, 2015) use succinct, descriptive rhymes and delightfully detailed watercolor-and-pencil illustrations to tell this whimsical, read-aloud-friendly story. Just about every kid has experienced disappointment on a rainy day, and this charming, playful story's conclusion will surely pique imaginations.</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Criteria for Selection of Library Materials

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

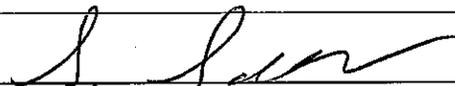
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual 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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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:	October 20, 2023
Name of Donating Individual/Group:	RMS PTO, Scholastic Fall Book Fair 2023
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	November 10, 2023
Title and Author of Book:	Dog Man. Twenty thousand fleas under the sea (Dog Man, Book 11) 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...</p> <p>Reviews available and posted here :</p> <p><i>Kirkus Reviews (May 1, 2023)</i> When Dog Man accompanies Chief and Nurse Lady on a date, it kicks off a series of events that find the doughty hero deep in the evil Piggy's sweat gland facing off against a microscopic parasitic mite. The plot of Pilkey's latest adventure featuring his canine-human hybrid cop is characteristically Rube Goldberg-ian, with such cheerfully bizarre twists as the rupturing of the mini-jail containing Piggy when a dog named Mister Stinkles picks it up and drops it. That Mister Stinkles is being walked by the dog-hostile restaurateur who tried to refuse service to Dog Man a few pages earlier is just one of this outing's many delights. The fleas of the title are actually the Fuzzy Little Evil Animal Squad, but only one of them—the aforementioned Piggy—can be called evil. Indeed, his henchcreatures are so amiable that they've joined the Friendly Friends with Daryl the moth, much to Piggy's disgust. Threading through the silliness are some serious themes, and readers who peer past the madcap antics will find critiques of the carceral system and the social media feedback loop of fear and anger. Fueled by loud, frenetic colors (courtesy of Garibaldi and Dzioba), this adventure's got something for just about everyone, including a heartwarming conclusion. Chief presents Black; most other human characters present White. Supa satisfying. (cast of characters, drawing tips, notes & fun facts) (Graphic adventure. 8-12)</p>

Criteria for Selection of Library Materials

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Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

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

Signed: 



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: November 12, 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 December 12, 2023

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$283,506 available of the general funds appropriated for the 2024 Fiscal Year. Per the attached Year to Date Budget Report, 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**
- \$ 6,533,424 – Obligations Paid Year to Date
- \$ 283,506 - **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**
- \$ 210,932 - Obligations Paid Year to Date
- \$ -2,369 - **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
01.305.001.1100.02.02	CLERICAL - SCHOOL COMMITTEE	\$0.00	\$600.00	\$600.00	(\$600.00)	\$200.00	(\$800.00)	0.00%
01.305.001.1107.06.37	CONFERENCE EXPENSE	\$0.00	\$0.00	\$0.00	\$0.00	\$505.00	(\$505.00)	0.00%
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	\$1,880.87	\$119.13	5.96%
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	\$1,219.43	(\$19.43)	-1.62%
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	\$600.00	\$600.00	\$9,700.00	\$3,805.30	\$5,894.70	57.23%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,039.84	(\$1,039.84)	0.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,458.00	\$12,239.76	\$12,239.76	\$24,218.24	\$24,211.91	\$6.33	0.02%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$12,741.00	\$3,997.58	\$3,997.58	\$8,743.42	\$7,550.21	\$1,193.21	9.37%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$1,529.70	(\$129.70)	-9.26%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$0.00	\$0.00	\$600.00	\$734.34	(\$134.34)	-22.39%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$0.00	\$0.00	\$800.00	\$4,319.79	(\$3,519.79)	-439.97%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$1,160.00	\$0.00	\$0.00	\$1,160.00	\$68.59	\$1,091.41	94.09%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,492.00	\$8,765.93	\$8,765.93	\$13,726.07	\$16,553.10	(\$2,827.03)	-12.57%
01.305.004.1220.02.02	CLERICAL	\$8,564.00	\$2,980.76	\$2,980.76	\$5,583.24	\$5,198.71	\$384.53	4.49%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$25.11	\$25.11	\$874.89	\$1,620.36	(\$745.47)	-82.83%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,086.00	\$9,577.29	\$9,577.29	\$19,508.71	\$17,221.90	\$2,286.81	7.86%
01.305.004.1410.03.02	FINANCE OFFICE	\$32,204.00	\$10,926.76	\$10,926.76	\$21,277.24	\$19,382.10	\$1,895.14	5.88%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,343.00	\$4,594.00	\$4,594.00	\$8,749.00	\$7,968.50	\$780.50	5.85%
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	\$310.92	\$1,689.08	84.45%
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	\$270.69	\$1,729.31	86.47%
01.305.004.5300.04.21	COPIER RENTAL	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$174.54	\$3,325.46	95.01%
	Dept: SUPERINTENDENTS OFFICE - 004	\$168,873.00	\$53,107.19	\$53,107.19	\$115,765.81	\$108,155.20	\$7,610.61	4.51%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.00	\$81,469.69	\$81,469.69	\$51,157.31	\$64,094.91	(\$12,937.60)	-9.75%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$114,678.00	\$52,647.60	\$52,647.60	\$62,030.40	\$61,422.23	\$608.17	0.53%
01.305.007.2210.02.09	CLERICAL	\$45,463.00	\$15,737.85	\$15,737.85	\$29,725.15	\$29,727.00	(\$1.85)	0.00%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$20,195.00	\$6,080.16	\$6,080.16	\$14,114.84	\$14,036.64	\$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	\$992.08	\$992.08	(\$492.08)	\$0.00	(\$492.08)	-98.42%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$947.88	\$947.88	\$2,552.12	\$5,482.12	(\$2,930.00)	-83.71%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$14,000.00	\$12,621.59	\$12,621.59	\$1,378.41	\$2,372.13	(\$993.72)	-7.10%
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	\$692.70	\$692.70	(\$442.70)	\$235.93	(\$678.63)	-271.45%
01.305.007.2217.06.37	CONFERENCES	\$0.00	\$0.00	\$0.00	\$0.00	\$350.00	(\$350.00)	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	\$2,569.60	\$2,569.60	\$6,430.40	\$5,230.40	\$1,200.00	13.33%
	Dept: ADMINISTRATION REG DAY - 007	\$346,263.00	\$175,859.15	\$175,859.15	\$170,403.85	\$182,951.36	(\$12,547.51)	-3.62%
01.305.010.2305.01.03	TEACHERS	\$1,875,871.00	\$619,126.14	\$619,126.14	\$1,256,744.86	\$1,489,580.93	(\$232,836.07)	-12.41%
01.305.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$10,940.00	\$10,940.00	\$39,060.00	\$0.00	\$39,060.00	78.12%

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
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 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$2,513.69	\$2,513.69	(\$13.69)	\$0.00	(\$13.69)	-0.55%
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	\$60.00	\$60.00	\$11,940.00	\$0.00	\$11,940.00	99.50%
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	\$633,989.83	\$633,989.83	\$1,321,881.17	\$1,489,580.93	(\$167,699.76)	-8.57%
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	\$87,066.22	\$87,066.22	\$134,058.78	\$242,456.52	(\$108,397.74)	-49.02%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$71,308.00	\$32,136.66	\$32,136.66	\$39,171.34	\$94,065.36	(\$54,894.02)	-76.98%
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	\$120,702.88	\$120,702.88	\$174,080.12	\$336,521.88	(\$162,441.76)	-55.11%
01.305.016.2305.01.03	TEACHERS	\$96,612.00	\$31,144.68	\$31,144.68	\$65,467.32	\$67,299.32	(\$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	\$31,144.68	\$31,144.68	\$67,517.32	\$67,299.32	\$218.00	0.22%
01.305.022.2303.02.08	AIDES CLASSROOM	\$0.00	\$890.00	\$890.00	(\$890.00)	\$0.00	(\$890.00)	0.00%
01.305.022.2305.01.03	TEACHERS	\$118,869.00	\$34,631.33	\$34,631.33	\$84,237.67	\$75,436.57	\$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	\$35,610.33	\$35,610.33	\$85,308.67	\$75,436.57	\$9,872.10	8.16%
01.305.024.2300.05.23	SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$25.94	(\$25.94)	0.00%
01.305.024.2305.01.03	TEACHERS	\$19,367.00	\$3,199.98	\$3,199.98	\$16,167.02	\$10,666.52	\$5,500.50	28.40%
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	\$3,199.98	\$3,199.98	\$18,217.02	\$10,922.46	\$7,294.56	34.06%
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	\$33,031.76	\$33,031.76	\$71,961.24	\$72,611.24	(\$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	\$3,185.26	\$3,185.26	(\$3,185.26)	\$0.00	(\$3,185.26)	0.00%
	Dept: MEDIA SERVICES - 040	\$107,043.00	\$36,217.02	\$36,217.02	\$70,825.98	\$72,861.24	(\$2,035.26)	-1.90%
01.305.043.2305.01.03	TEACHERS	\$160,296.00	\$43,915.20	\$43,915.20	\$116,380.80	\$96,179.20	\$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	\$44,579.11	\$44,579.11	\$117,766.89	\$96,179.20	\$21,587.69	13.30%
01.305.049.2305.01.03	TEACHERS	\$126,287.00	\$39,940.56	\$39,940.56	\$86,346.44	\$86,966.04	(\$619.60)	-0.49%
01.305.049.2430.05.23	SUPPLIES	\$2,050.00	\$2,340.98	\$2,340.98	(\$290.98)	\$0.00	(\$290.98)	-14.19%
	Dept: PHYSICAL EDUCATION - 049	\$128,337.00	\$42,281.54	\$42,281.54	\$86,055.46	\$86,966.04	(\$910.58)	-0.71%
01.305.052.2305.01.03	TEACHERS	\$105,448.00	\$33,486.76	\$33,486.76	\$71,961.24	\$72,861.24	(\$900.00)	-0.85%
01.305.052.2430.05.23	SUPPLIES	\$2,050.00	\$3,977.65	\$3,977.65	(\$1,927.65)	\$3,031.73	(\$4,959.38)	-241.92%
	Dept: SCIENCE - 052	\$107,498.00	\$37,464.41	\$37,464.41	\$70,033.59	\$75,892.97	(\$5,859.38)	-5.45%

Rochester Public Schools

FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

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 Include pre encumbrance
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.055.2430.05.23	SUPPLIES Dept: SOCIAL STUDIES - 055	\$2,050.00 \$2,050.00	\$6,323.08 \$6,323.08	\$6,323.08 \$6,323.08	(\$4,273.08) (\$4,273.08)	\$0.00 \$0.00	(\$4,273.08) (\$4,273.08)	-208.44% -208.44%
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%
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$4,703.75	\$4,703.75	\$296.25	\$1,048.66	(\$752.41)	-15.05%
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 Dept: CURRICULUM DEVELOPMENT - 061	\$3,000.00 \$45,500.00	\$255.75 \$4,959.50	\$255.75 \$4,959.50	\$2,744.25 \$40,540.50	\$767.25 \$1,815.91	\$1,977.00 \$38,724.59	65.90% 85.11%
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	\$25,478.80	\$25,478.80	\$57,577.20	\$57,929.20	(\$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 Dept: HEALTH SERVICES - 076	\$2,050.00 \$86,106.00	\$1,893.03 \$27,371.83	\$1,893.03 \$27,371.83	\$156.97 \$58,734.17	\$45.09 \$58,224.29	\$111.88 \$509.88	5.46% 0.59%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$327,000.00	\$75,469.28	\$75,469.28	\$251,530.72	\$251,530.72	\$0.00	0.00%
01.305.079.3300.06.41	FUEL ESCULATION COST Dept: TRANSPORTATION REG DAY - 079	\$16,000.00 \$343,000.00	\$0.00 \$75,469.28	\$0.00 \$75,469.28	\$16,000.00 \$267,530.72	\$0.00 \$251,530.72	\$16,000.00 \$16,000.00	100.00% 4.66%
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 Dept: MISCELLANEOUS - 085	\$0.00 \$2,200.00	\$1,091.00 \$1,091.00	\$1,091.00 \$1,091.00	(\$1,091.00) \$1,109.00	\$0.00 \$0.00	(\$1,091.00) \$1,109.00	0.00% 50.41%
01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,194.00	\$6,135.55	\$6,135.55	\$11,058.45	\$10,615.55	\$442.90	2.58%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$57,000.00	\$26,363.81	\$26,363.81	\$30,636.19	\$30,698.19	(\$62.00)	-0.11%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$150,700.00	\$53,876.72	\$53,876.72	\$96,823.28	\$86,123.28	\$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	\$2,402.10	\$2,402.10	\$6,597.90	\$4,597.90	\$2,000.00	22.22%
01.305.088.4130.04.16	ELECTRICITY	\$161,000.00	\$65,569.41	\$65,569.41	\$95,430.59	\$66,430.59	\$29,000.00	18.01%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$9,500.00	\$2,113.14	\$2,113.14	\$7,386.86	\$2,886.86	\$4,500.00	47.37%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$8,500.00	\$4,975.00	\$4,975.00	\$3,525.00	\$0.00	\$3,525.00	41.47%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$16,500.00	\$40,612.75	\$40,612.75	(\$24,112.75)	\$18,765.28	(\$42,878.03)	-259.87%
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	\$4,439.59	\$4,439.59	\$2,760.41	\$4,160.41	(\$1,400.00)	-19.44%
01.305.088.4220.05.28	SUPPLIES	\$0.00	\$11,244.27	\$11,244.27	(\$11,244.27)	\$3,755.73	(\$15,000.00)	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	\$3,294.96	\$3,294.96	\$6,705.04	\$4,730.04	\$1,975.00	19.75%
01.305.088.7400.04.30	REPLACEMENT OF EQUIPMENT Dept: OPERATION & MAINTENANCE - 088	\$0.00 \$520,594.00	\$1,687.75 \$222,715.05	\$1,687.75 \$222,715.05	(\$1,687.75) \$297,878.95	\$1,312.25 \$234,076.08	(\$3,000.00) \$63,802.87	0.00% 12.26%
01.305.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$625.00	\$625.00	(\$625.00)	\$0.00	(\$625.00)	0.00%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$77,290.00	\$22,508.34	\$22,508.34	\$54,781.66	\$37,995.38	\$16,786.28	21.72%
01.305.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$0.00	\$0.00	\$0.00	\$5,037.28	(\$5,037.28)	0.00%
01.305.093.2430.05.05	TECHNOLOGY GENERAL SUPPLIES	\$0.00	\$2,663.00	\$2,663.00	(\$2,663.00)	\$1,548.75	(\$4,211.75)	0.00%
01.305.093.2430.05.23	SOFTWARE	\$10,000.00	\$4,000.00	\$4,000.00	\$6,000.00	\$7,584.20	(\$1,584.20)	-15.84%
01.305.093.2450.05.23	EDUCATIONAL EQUIPMENT	\$0.00	\$349.00	\$349.00	(\$349.00)	\$0.00	(\$349.00)	0.00%
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 Dept: COMPUTER PROGRAM - 093	\$14,500.00 \$121,790.00	\$6,225.82 \$36,371.16	\$6,225.82 \$36,371.16	\$8,274.18 \$85,418.84	\$3,505.92 \$55,671.53	\$4,768.26 \$29,747.31	32.88% 24.43%
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%

Rochester Public Schools

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.100.2105.04.33	ASSOCIATION DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$128.85	(\$128.85)	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$23,217.00	\$3,344.45	\$3,344.45	\$19,872.55	\$18,512.74	\$1,359.81	5.86%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,740.00	\$3,991.58	\$3,991.58	\$7,748.42	\$6,923.59	\$824.83	7.03%
01.305.100.2110.06.37	TRAVEL & CONFERENCES	\$6,500.00	\$1,849.00	\$1,849.00	\$4,651.00	\$0.00	\$4,651.00	71.55%
01.305.100.2415.04.33	ASSOCIATION DUES	\$150.00	\$0.00	\$0.00	\$150.00	\$4.30	\$145.70	97.13%
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	\$299.99	\$299.99	\$2,700.01	\$3,691.01	(\$991.00)	-33.03%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$59,757.00	\$10,559.52	\$10,559.52	\$49,197.48	\$43,185.99	\$6,011.49	10.06%
01.305.102.2305.01.03	TEACHERS	\$50,279.00	\$8,844.68	\$8,844.68	\$41,434.32	\$17,459.24	\$23,975.08	47.68%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$62,951.00	\$20,464.35	\$20,464.35	\$42,486.65	\$43,043.81	(\$557.16)	-0.89%
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	\$753.57	\$753.57	\$246.43	\$0.00	\$246.43	24.64%
	Dept: PROJECT GROW - 102	\$114,730.00	\$30,062.60	\$30,062.60	\$84,667.40	\$60,503.05	\$24,164.35	21.06%
01.305.103.2300.05.24	SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$155.48	(\$155.48)	0.00%
01.305.103.2305.01.03	TEACHERS	\$537,994.00	\$167,038.00	\$167,038.00	\$370,956.00	\$418,373.44	(\$47,417.44)	-8.81%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$170,913.00	\$40,743.39	\$40,743.39	\$130,169.61	\$89,364.22	\$40,805.39	23.87%
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	\$474.97	\$474.97	\$3,025.03	\$1,525.03	\$1,500.00	42.86%
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	\$11,501.70	\$11,501.70	\$3,498.30	\$0.00	\$3,498.30	23.32%
	Dept: LEARNING SUPPORT CENTER - 103	\$730,207.00	\$219,958.06	\$219,958.06	\$510,248.94	\$509,418.17	\$830.77	0.11%
01.305.118.2305.01.03	TEACHERS	\$210,886.00	\$66,963.52	\$66,963.52	\$143,922.48	\$145,722.48	(\$1,800.00)	-0.85%
01.305.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$750.00	\$399.00	\$399.00	\$351.00	\$0.00	\$351.00	46.80%
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	\$320.00	\$1,026.72	51.34%
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	\$68,015.80	\$68,015.80	\$198,620.20	\$146,042.48	\$52,577.72	19.72%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$13,087.44	\$13,087.44	(\$13,087.44)	\$24,720.66	(\$37,808.10)	0.00%
01.305.121.2110.02.09	CLERICAL	\$38,364.00	\$560.00	\$560.00	\$37,804.00	\$0.00	\$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	\$3,450.00	\$3,450.00	\$21,550.00	\$21,550.00	\$0.00	0.00%
01.305.121.2800.04.35	THERAPY	\$118,000.00	\$26,117.79	\$26,117.79	\$91,882.21	\$53,058.91	\$38,823.30	32.90%
	Dept: SUPPORT SERVICES - 121	\$259,364.00	\$44,870.50	\$44,870.50	\$214,493.50	\$100,674.30	\$113,819.20	43.88%
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	\$60,957.44	\$60,957.44	\$131,305.56	\$135,151.56	(\$3,846.00)	-2.00%
01.305.127.2800.01.03	PSYCHOLOGY	\$78,723.00	\$17,023.52	\$17,023.52	\$61,699.48	\$38,302.88	\$23,396.60	29.72%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$1,060.98	\$1,060.98	\$939.02	\$802.00	\$137.02	6.85%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$3,058.00	\$3,058.00	\$5,942.00	\$3,947.00	\$1,995.00	22.17%
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	\$82,099.94	\$82,099.94	\$202,286.06	\$178,453.44	\$23,832.62	8.38%

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
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$60,000.00	\$16,912.10	\$16,912.10	\$43,087.90	\$64,753.20	(\$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	\$16,056.40	\$59,492.27	74.37%
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	\$21,363.43	\$21,363.43	\$157,636.57	\$80,809.60	\$76,826.97	42.92%
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	\$6,387.00	\$6,387.00	\$56,811.00	\$24,660.00	\$32,151.00	50.87%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$120,000.00	\$56,817.08	\$56,817.08	\$63,182.92	\$52,595.22	\$10,587.70	8.82%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$275,198.00	\$63,204.08	\$63,204.08	\$211,993.92	\$77,255.22	\$134,738.70	48.96%
Grand Total:		\$6,816,930.00	\$2,129,190.95	\$2,129,190.95	\$4,687,739.05	\$4,404,233.25	\$283,505.80	4.16%

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 Dept: TRANSPORTATION REG DAY - 079	\$44,100.00 \$44,100.00	\$10,290.00 \$10,290.00	\$10,290.00 \$10,290.00	\$33,810.00 \$33,810.00	\$33,810.00 \$33,810.00	\$0.00 \$0.00	0.00% 0.00%
01.307.097.9100.06.36	Tuition - Bristol County Agric Dept: PROGRAMS W/OTHERS REG DAY - 097	\$164,463.00 \$164,463.00	\$166,831.98 \$166,831.98	\$166,831.98 \$166,831.98	(\$2,368.98) (\$2,368.98)	\$0.00 \$0.00	(\$2,368.98) (\$2,368.98)	-1.44% -1.44%
Grand Total:		\$208,563.00	\$177,121.98	\$177,121.98	\$31,441.02	\$33,810.00	(\$2,368.98)	-1.14%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: November 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.
- Meal participation continues to grow strong.
- The Food service department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

Students Receiving Free and Reduced Meals:

Free: 119 → 23%

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%	2935	30%	5518	56%
November	2127	27%	4837	62%	2499	30%	5042	60%
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

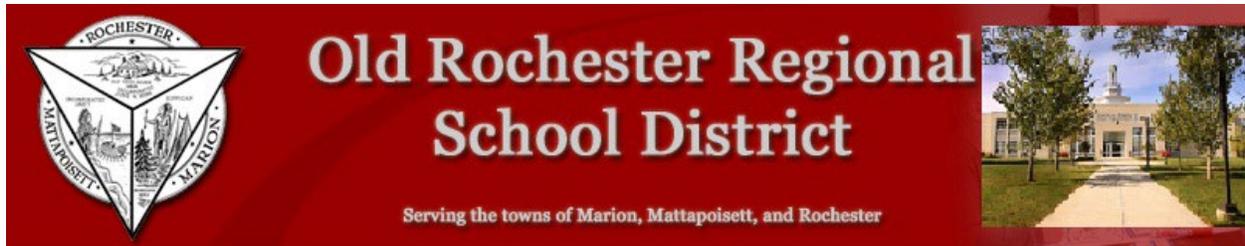
Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: jillhenesey@oldrochester.org

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



Facilities Director's Report: December 2023

Rochester Memorial Elementary School

- Submitted Capital Improvements to Town.
- Contractor chosen for front entrance sand/prime/paint, will be completed during April Break.
- Conducted routine maintenance on all facility systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org



Rochester Memorial School
16 Pine Street~Rochester, MA 02770
(508) 763-2049



Heidi J. Letendre, Interim Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
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 on December 14, 2023
Date: December 8, 2023

Hour of Code:

- Took place the week of December 4th. The Hour of Code is a global initiative that introduces students to the world of computer programming and coding.
- During the Hour of Code, students will have the opportunity to explore coding through interactive activities, games, and puzzles. This initiative aims to demystify coding and show that anyone can learn the basics of computer science.

STEM Challenges:

- The kindergarten students were working with Mr. Huckabee in STEM class to create Santa's Sled. They had to create a design to rescue the elf from the snowy mountains. There were three different hills with different surfaces. The students were designing a sled that would carry him down the mountain.
- In the upper grades, students had to design their own Turkey Launcher that had to get the turkey over a wall.

Annual Tree Lighting:

- On Monday, December 4th RMS students and faculty participated in the annual Tree Lighting at the Town Hall.
- Students were encouraged to join Ms. Susan Audette, music teacher and Mrs. Laprise, band teacher, to sing holiday songs at the Town Hall. We had a great turnout and it was a wonderful experience to kick off the holiday season.
- Adrianna Clark, 5th grade student, was selected as the Annual Tree Lighting Poster Contest winner and she was chosen to light the Christmas tree.

RMS School Council:

- The School Council has been actively meeting to write the first year of our School Improvement Plan that is aligned with the newly adopted District Strategic Plan.
- The next action step is to write a two-year strategic plan.



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(508) 763-2049



Heidi J. Letendre, Interim Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

Celebrations Committee:

- The Celebrations Committee planned Secret Santa for the Faculty and Staff paired with Ugly Sweater Day. December 21st when we will have a staff breakfast.
- We celebrated World Kindness Day on November 13, 2023. The faculty sent kindness notes to one another throughout a two week period.

Student Ambassadors:

- Are led by Mrs. Cruz and Mrs. Pacheco and they meet biweekly to plan school events.
- Their first event was Pajama Day on Wednesday, November 22, 2023

Project 351:

- Mrs. Letendre, Mr. West and Mrs. Cruz will be meeting with the Project 351 Influencers on a monthly basis. So far, we have had two working lunch meetings with the students.
- Students are creating social scenarios for each grade level to problem solve. The influencers want to visit each classroom and work with the different grade levels to help guide their peers in problem solving age appropriate issues that may arise.

Curriculum and Assessment Updates:

- Progress Monitoring Data Meetings took place with Hill for Literacy the week of November 27th. Each grade level met with other grade level teachers across the district to educate teachers about the frequency of progress monitoring and what the focus areas will look like for each grade level.
- Mid-year Benchmark Assessments will take place mid to late January

PTO Update:

- The Skydome Planetarium visited RMS and all of the students attended this assembly. Students went inside a huge dome-like setting where they learned about the solar system. This was an amazing experience for our students.
- The PTO set up an Apple Taco Bar for all of RMS faculty and staff in October. It was delicious and well received by all.
- We like to thank you to our PTO for all they do for RMS students and staff.
- The annual Elf Shoppe was open for students to purchase gifts for family and friends the week of December 4th. Our students were very excited to be gift givers during the holiday season.

Personnel:

- Mrs. Kaitlyn Laprise began her maternity leave. Mr. Pedro Silva has joined RMS as the long-term substitute for Mrs. Laprise.



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Charles West, Assistant Principal
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Upcoming Dates:

- Staff Celebration's Committee Meeting, Wednesday, December 13th
- Hill for Literacy Grade Level Meetings, December 14th
- Winter Concert for the school, December 21st at 9:30 AM and 2:00 PM performance for families

Grade 6 Students Testing Their Egg Drop Design with Mr. Huckabee in STEM





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RMS PTO Invited Planetarium to our School



Kindergarten students Testing and sharing their sled designs during STEM Class





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Mrs. Cyr's 4th Grade Students Earn a Token for the Book Vending Machine



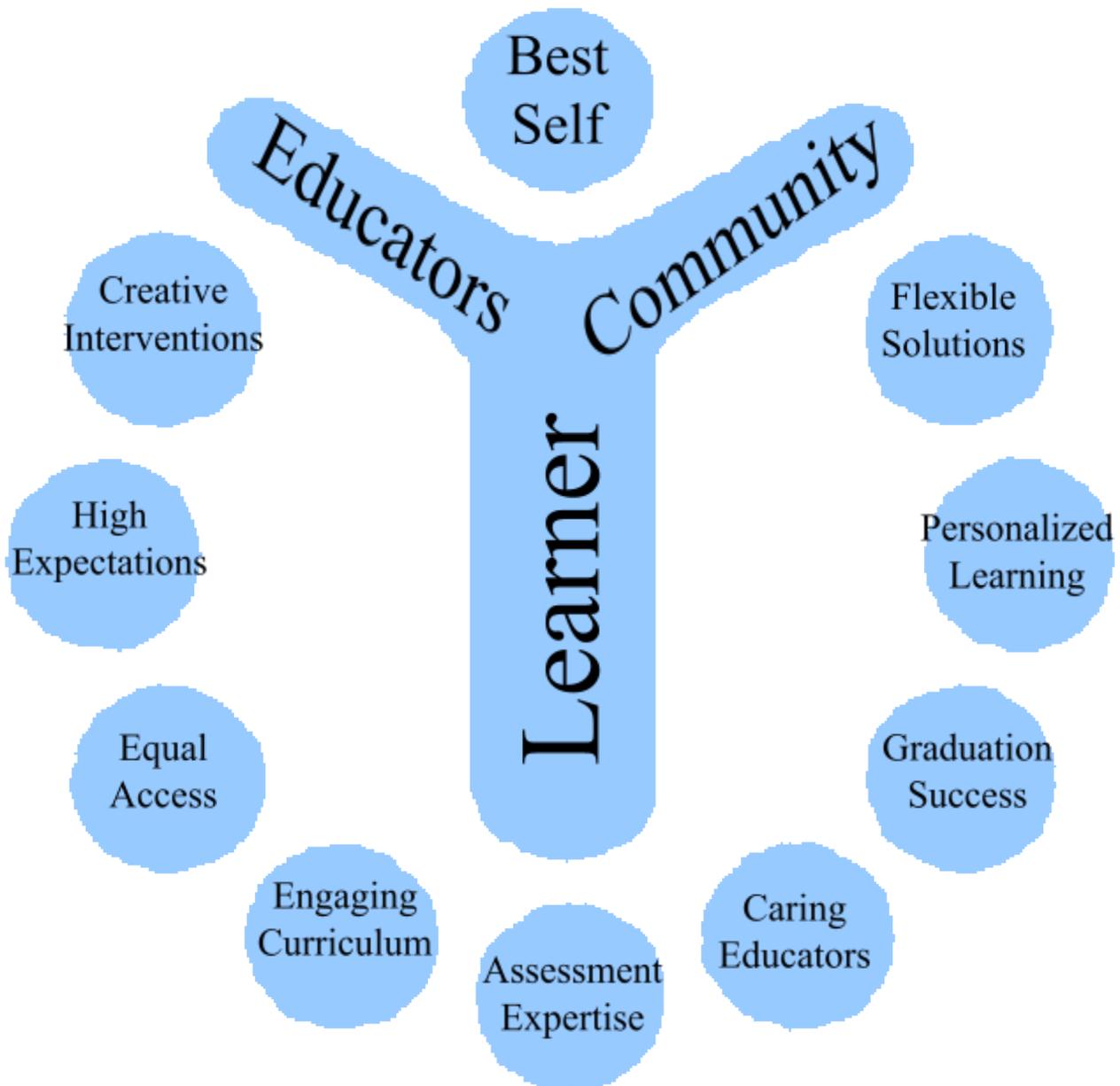
Christmas Tree Lighting at Town Hall



December 2023 Annual Report for 22-23

READS Collaborative

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



Regional Educational Assessment and Diagnostic Services (READS) Collaborative

105 East Grove St., Middleborough, MA 02346

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

www.readscollab.org



Approved by the Board on November 16, 2023

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

Leadership at READS Collaborative

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

Executive Committee as of December 2023

President – John Cabral, Superintendent, Taunton

Vice-President – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

Secretary/Clerk – Carolyn Lyons, J.D., Superintendent, Middleborough

- Peter Schafer, Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Melissa Ryan, Superintendent, Berkley
- Ryan Powers, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Michael Nelson, Superintendent, Marion, Mattapoisett, Rochester
- Jennifer O’Neill, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Melanie Hart, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Melissa Leary, Carver
- Marie-Juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Ashley Bouley, Freetown-Lakeville Regional
- Kristine Lincoln, Marion, Mattapoisett, and Rochester
- Jennifer Healy, Middleborough
- Vincent Cerce, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathleen Marble, West Bridgewater

READS Collaborative Administration as of December 2023

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, CPA, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director, PreK-6
- Doreen Souza, Academy Clinical Director, 7-12+

READS Collaborative Treasurer – Patrick Meagher

READS Collaborative Administrative Leadership Team as of December 2023

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Carrie Smith, Academy Clinical Director, PreK-6
- Doreen Souza, Academy Clinical Director, 7-12+
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Technology Coordinator
- John Dorn, Psy.D., Neuropsychologist
- Rachael Kent, Student Support and Referral Coordinator, READS Academy PreK-12+

READS Collaborative Mission Statement

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

Guiding Beliefs and Core Values

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

Vision Statement

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

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

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

READS Collaborative builds connections between students, families, school districts and community services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and

assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for passing state tests, receiving a high school diploma and exploring options for higher education or employment.

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service – 49
- Employees – 154
- 18 Member Districts:
 - Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoissett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater
- Total Member and Non-Member Districts Served – 18 Members, 30+ Non-Members

Programs Sites

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

Enrollment

- READS Academy – 96 students
- Deaf and Hard of Hearing Program – 51 students
- Family Success Partnership – 80 families
- District Services - approximately 300

Programs and Services Provided to Member and Non-Member Districts

● Administrative Mentoring
● Alternative Education/Therapeutic Intervention Program PreK -12+ Public Day Program - READS Academy Program
● Assistive Technology Assessments and Consultation
● Augmentative and Alternative Communication (AAC) Assessments and Consultation
● Clinical Evaluations (Neuropsychological, Risk Assessments, Personality, Psycho-educational, Central Auditory Processes, Educational Audiology and Audiological Assessments)
● Deaf and Hard-of-Hearing Program (PreK-12+)
● District Services (Therapeutic Intervention and Multi-Disciplinary Support)
● Early Intervention – Specialized Deaf and Hard of Hearing Services (birth to 3)

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

Staff Demographics **Indicates part-time or per diem staff*

Administrators/Directors/Coordinators Executive Director (1) Program Directors (5) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1) Clinical Director (Academy)(1)	11	Administrative Clerks and Secretaries Administrative Assistant to Executive Director (1) Business Office Associate and Title IX Coordinator (1) Business Office Associate (1) Administrative Secretary (1) Technology Support Specialist (1) *Transcriptionist (part-time)	6
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*34	Special Education Administrative Clerks and Secretaries Program Secretaries	5
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	41	Counselors	15
*Occupational Therapists & Assistants	3	Nurses	2
*Physical Therapists & Assistants	7	Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	14
*Clinical Psychologists	3	School Psychologists	3
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1	Substitutes	11
Facilities Manager	1		

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

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

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

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

The overall objectives of READS Collaborative are:

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

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

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

Continuing Impact of the Covid-19 Pandemic

The 22-23 school year resumed with all in person learning and activities. The remaining Covid-19 precautions have been followed per DESE. Like all surrounding districts and throughout the state, significantly increased mental health concerns and emotional challenges are being noted for our students and those being referred for services and assessments. Due to the staffing shortages that are plaguing schools throughout the country, READS has instituted a waiting list for students who are referred but cannot be accepted because of vacant position(s). The pandemic also continues to have a negative impact on a consistent rate of attendance for staff and students.

The challenge has continued to be felt by all educators with regard to the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. The need continues to be simply greater than the current outpatient resources available. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having any sustainable out of school support in place to improve their emotional wellbeing.

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

The READS Collaborative Agreement was updated in the Spring of 2023 following approval by the Board, Member School Committees and the DESE. The agreement was revised to allow for the potential of other districts to join the collaborative through a revised process for adding new members. Specifically, Brockton Public Schools and Whitman-Hanson Regional School District expressed interest in becoming a READS Member District. That opportunity to re-open the READS Collaborative Agreement also resulted in adjusting and refining language in the finance section.

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

- 1. to complement the educational programs and services of districts in a cost-effective manner;**
 - a. Grants received: Capital Skills, Safe and Supportive Schools Grant, application for MTSS – MH grant, SSVP/COPS Grant, MASSCUE scholarships for staff participation.
 - b. Tuition increases were 4% despite residual financial challenges due to the pandemic.
 - c. Two additional districts are seeking membership
- 2. to improve the academic growth of students;**
 - a. Students were educated in person for the entire school year 22-23 with the exception of those students who required some period of remote or alternate tutoring due to safety concerns and the need for short term interventions. Educators focused on building social-emotional resiliency, problem solving skills, and re-establishing/strengthening Work-Based Learning.
 - b. Enrollment by May 2023 included 96 students at the Academy (45 students were from Member Districts and 51 from 24 non-member districts).
 - c. Enrollment for the DHH Program by May 2023 included 51 Students from 26 neighboring member and non-member school districts.
 - d. Student’s academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
 - e. **The Academy had 12 students graduate with a high school diploma for the Class of 2023!** The Academy at Bedford Street location had 9 graduates and the West Bridgewater location had 3. Post high school plans have included:
 - 1 student is currently enrolled at a 4 year university (Bridgewater State University)
 - 1 student is working full time as a result of his READS internship.
 - 4 students are currently working part-time.
 - 2 students are currently enrolled at a community college. (One of which is also working part-time while attending the 2 year college.)
 - 1 student is in the process of applying to community college
 - 1 student is working on entering the Marines
 - 1 has been contemplating community college, but undecided.
 - f. **The DHH Program had 3 students graduate with a high school diploma for the Class of 2023.** The DHH program in Norton had 1 graduate. The Bristol-Plymouth Regional Technical High School location graduated 2 students.
 - All 3 DHH graduates are attending 4 year colleges. Two students are at Rochester Institute of Technology in Rochester, NY. One student is at Northeastern University in Boston, MA.
- 3. to provide a range of diagnostic educational assessments for local districts;**
 - a. READS Clinic offers psychoeducational, neuropsychological, risk, personality, Central Auditory Processing Systems, Functional Listening Assessments (ASL) and Educational Audiology and Audiological Assessments.

- o Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

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

READS Academy Program Overview

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

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

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

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

READS Academy Assessment Services

READS Academy offers short-term placement for Assessment Services at all grade levels, including the preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. This year READS has restructured the leadership model at READS Academy to include a full time Admissions Coordinator PreK-12+ whose sole responsibility is to process intakes / referrals from surrounding districts. This includes coordinating communication between READS, districts and families, providing program tours, and classroom visits.

READS Alternative Learning Program Supports (ALPS)

All READS students are attending school in person with exceptions for those requiring short-term alternative programming due to safety and other circumstances requiring alternative learning program supports (ALPS) interventions. ALPS works with a student's team to develop a highly specialized

continuum of temporary or interim individual intervention for a child whose circumstances and level of need require such supports.

Therapeutic Support and Services in All READS Academy Locations include:

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

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

READS Academy Program Director Erinn Fautuex supervises programming that serves the students, families and districts in preschool to grade 6. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

Therapeutic supports include individual counseling, group counseling, and classroom community building activities. In addition, counselors are available for daily check-ins as needed.

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

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

The elementary students learn science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. These devices arrived in the late fall of 2022. Students in grades PreK - 6 also participate in music, art, and physical education classes.

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

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

in school work or socialization.

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

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

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

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

- Industrial Technology:
 - 3-D and Laser Printing Lab
 - Drone Pilot Lab
 - Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.
- Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations were introduced in the fall of 2022.

Dual Enrollment

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

Work-Based Learning Program

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

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

Off-site Work Based Learning

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

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

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

READS Academy Program Advancement

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

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

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

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey was issued to students and families in the fall of 2022. The Emergency Response Team schedules 'table drills' to practice emergency evacuations in the event of an intruder. The leadership team continues to periodically review safety procedures.

- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work was established for the Academy program. In addition, the Safe and Supportive Schools grant award provided funding for an equity audit to support a defined action plan for future years. This audit was completed by IDEAS starting in January 2023 with a concluding report in June 2023 containing recommendations.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends improved in 2022-2023 resulting in the need to waitlist some referrals. Due to the increasing in-district specialized programming, READS is seeing increased referrals for students with more complex social-emotional profiles.

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

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Directors, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 43 years the program has educated hundreds of children with hearing loss. The program currently **(FY23) serves 51** students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

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

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

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

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

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the

general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

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

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

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

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

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

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. The 2022-2023 school year saw a return to in person competition. There were 4 DHH students and two staff who attended the Academic Bowl held in Kentucky. READS DHH placed 5th.

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

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

DHH students were happy to have full in person learning for the 2022-2023 school year. They participated

in the 8th grade trip to New York City with their peers. Two of the students participating have additional physical challenges. Students attended the Woosox game in Rhode Island for Deaf Awareness Night. DHH students also participated in Norton High School's Unified Sports.

DHH Services Provided in All Locations

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

Additional services may include:

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

Consultation Services from a Teacher of the Deaf (TOD)

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

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to demand, READS currently has 2 full time and 2 part-time Consulting Teachers of the Deaf.

DHH Early Intervention Specialty Service Provider

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

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

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

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 65 in FY22 to 119 for FY23 reflecting a trend of 4 straight years of increased contracts. There were 11 Central Auditory Processing evaluations and 3 Audiological evaluations. These services are billed through the Clinic though many requests are initially received through the DHH program.

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

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic in collaboration with host school districts, Norton Public Schools and Bristol-Plymouth Regional Technical School.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work has been established for DHH Teacher Mollie Roque to promote the goals within the DHH program. In addition, the Safe and Supportive Schools grant award provided funding for an equity review to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. The READS DHH program continues to have a stable enrollment of students and several new referrals each year. Increased inclusive opportunities are available to students with support from ASL interpreters. In response to the demand for consultation services, the additional need for increased staff to provide services for students in districts is continually being assessed.

District Services

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

- Academic Tutoring in the Home
- Adaptive Physical Education
- Applied Behavioral Analysis, training and support
- Assistive Technology Assessments and Consultation

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

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded from 7 to 8 districts and the number of families supported has increased from 75 to 80. Two additional FSP counselors were added this year to meet the consistent growing need. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

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

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

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. (Please see noted coverages on page 9.) There were 29 AT/AAC evaluations completed during the 22-23 school year. District Services completed an additional 97 evaluations (OT, PT, APE, and SLP) during the 2022-2023 school year to support 38 member and non-member districts.

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

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

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

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

Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

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

The Clinic provided 210 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 270 evaluations of students from Member and non-member districts during the 22-23 school year, up from 256 for FY22. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be an offering of the clinic.

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

Educational Audiology Assessment and Consultation (identified under DHH program offerings) to school

districts have grown consistently in the fourth year of this service. During the 21-22 school year the number of consultations increased from 65 to 119 reflecting a trend of 5 straight years of increased contracts.

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of 2023 as a hybrid model via ZOOM to support both Member and Non-Member Districts. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

In addition, Dr. Estrella provided professional development and/or training. She presented “Partnering for Family Success” at the MASC/MASS 2022 Conference and provided ½ day professional development to Abington Public Schools on AAC.

MOEC (Massachusetts Organization of Educational Collaboratives)

READS is an active member of MOEC. MOEC represents the 24 Collaboratives spread throughout the state of Massachusetts. Collectively, the 24 Collaboratives provide programming and services to over 300 member and nonmember public school districts. MOEC provides a wide variety of valuable resources to the state’s Collaboratives. This includes, but is not limited to, professional development, sharing of resources, policy development and research, information exchange and networking, and field support and technical assistance.

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY23

<i>PROGRAM</i>	<i>FY23 APPROVED BUDGET</i>
Administration	\$3,089,626
Clinic	\$304,266
Clinic Ancillary	\$151,975
Deaf and Hard-of-Hearing Program	\$3,183,029
Academy Program	\$6,217,097
District Services & Ancillary	\$1,499,285
Teacher of the Deaf	\$186,004
DHH Summer	\$62,673
Academy Summer	\$180,679
District Services Summer	\$26,400
Early Intervention	\$27,425

Professional Development	\$7,200
<i>TOTAL FY23 BUDGET</i>	<i>\$14,935,659</i>

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

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space in September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process.

READS Collaborative sold the previous Academy property located at East Grove Street, Middleborough during the 2022-2023 school year. The proceeds of the sale were added to the general fund. READS leases 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth RVTHS and 1 from West Bridgewater Public Schools at reasonable rates.

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

No Membership Fee

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

Competitive Tuition Rates

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

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY24 tuition for Member districts is \$61,200.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS delineates tuition levels for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting. The Member rates for the Level 1 Tuition for FY 24 for the majority of students placed in the DHH program is \$69,480.00. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs, support for participation in extracurricular activities, specialized interventions and summer programs are not included in these rates.

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

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

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

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

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

Tuition Credits and Clinic Credits to Districts at the Close of FY23

The READS Collaborative Board of Directors voted to issue a Clinic Credit from the FY23 budget, in the amount of \$99,360 which will be used to reduce the precommitted slot price by \$480, from \$2,009 to \$1,529 in FY24.

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



Prepared by:
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Appendix A

Strategic Planning Action Steps 2021-2024

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic
 - Develop and Staff Elements of 3 Tiers of Support for Mental Health as identified for priority implementation by Special Education Administrators.
 - Enhance mitigation and prevention strategies to reduce the spread of illnesses such as COVID-19.
 - Form a Wellness Committee to develop action steps to address the ongoing physical and mental wellbeing of students and staff.

- **Priority 2** Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - Invite staff from across the collaborative to engage in initial conversations.
 - Form a Committee and develop a 3 year plan.
 - Embed [Antiracist Leadership Competencies](#) in Program Director and Leadership Team Agendas and Professional Development.

- **Priority 3** Enhance programs and services to better serve the students and their families, our staff, and the member districts.
 - Build on the skills learned during remote learning to provide flexible growth opportunities for students and staff, and engagement opportunities for families.
 - Develop a process for improvement that encompasses a balanced, 3-pronged approach to: Academics, College and Career Readiness and Personal Social Development.
 - Expand programs that prepare students to transition to a fulfilling adult life through opportunities for internships, certification leading to employment, college readiness and dual enrollment, building financial literacy, preparing for adult responsibilities, and building healthy relationships.
 - Review program staffing models to provide increased opportunity for advancement and leadership.

- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - Create supports throughout programs that result in improved focus on referrals and enrollment.
 - Engage in purposeful marketing of the Collaborative programs and services to attract more referrals to programs and more contracts for services.
 - Review the effectiveness of technology solutions to support students, staff and families in engagement, access, academics, college and career readiness, and personal social development.
 - Review Academy budget to align revenues and expenses related to staffing and the new building.
 - Develop a plan to allocate funds to the capital fund to prepare for an option to own 44 Bedford St. in the future.

Appendix B Deaf and Hard of Hearing Tuition Comparison FY24

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

Deaf and Hard of Hearing Programs FY24					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
Perkins School for the Blind	Intensive Day	Deaf/Blind/ Multi-Impaired	205	\$244,292.63	\$1,191.67
Learning Ctr. for the Deaf	Day	Walden	216	\$179,178.28	\$829.53
Perkins School for the Blind	Intermediate Day	Intermediate Day	205	\$211,799.00	\$1,033.17
Perkins School for the Blind	Day	Day	205	\$163,392.29	\$797.04
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$119,047.72	\$583.57
<i>READS DHH - Level 2 Intensive 3 Non-Member Students projected</i>	<i>Day - Level 2</i>	<i>Deaf and Hard of Hearing</i>	<i>180</i>	<i>\$102,240.00</i>	<i>\$568.00</i>
Learning Ctr. for the Deaf	Intensive Day	Day	198	\$107,097.78	\$540.90
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$116,184.86	\$537.89
Walker, Inc.	Day	Walker School	216	\$112,562.96	\$521.12
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$108,737.88	\$503.42
Learning Ctr. for the Deaf	Day	Day	198	\$96,645.29	\$488.11
Beverly School for the Deaf	Day	BSD	204	\$97,320.89	\$477.06
Willie Ross School for the Deaf	Day	Day	180	\$79,444.99	\$441.36
READS DHH - Level 1 18 Member, 29 Non-Member Students projected	Day - Level 1	Deaf and Hard of Hearing	180	\$79,920	\$444
Clarke School for the Deaf	Day	Day Education	180	\$73,661.89	\$409.23

Appendix C READS Academy Therapeutic Day Program Tuition Comparison FY23

Therapeutic Day Programs FY24					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
McLean Hospital, Inc.	Day	CNS	216	\$114,004.17	\$527.80
F. L. Chamberlain School, Inc.	Day	Day	216	\$125,060.10	\$578.98
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$116,184.86	\$537.89
Home for Little Wanderers	Day	Southeast Campus Day	216	\$115,405.90	\$534.29
Walker, Inc.	Day	Walker School	216	\$112,562.96	\$521.12
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$104,743.53	\$476.11
Stevens Children's Home	Day	Stevens Home	224	\$97,715.72	\$436.23
Justice Resource Institute	Day	Granite Day	202	\$81,493.58	\$403.43
New England Academy	Day	NE Academy	198	\$79,811.79	\$403.09
Pilgrim Area Collaborative	Day	All Programs	180	\$63,420	\$352.33
READS Collaborative Member	Day	READS Academy	180	\$70,380	\$391
Walker, Inc.	Day	Beacon High School	198	\$72,604.88	\$366.69
Justice Resource Institute	Day	Anchor Academy	198	\$68,257.93	\$344.74
North River Collaborative	Day	North River School	180	\$53,477	\$297.09

ROCHESTER PUBLIC SCHOOLS
Rochester, Massachusetts

TO: Town Clerk, Town of Rochester, Massachusetts
DATE: December 12, 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, December 14, 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

December 14, 2023 at 6:30pm

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: November 2, 2023

B. Executive Session: November 2, 2023

C. Budget Subcommittee: November 2, 2023

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. Approval of School Improvement Plan

B. Acceptance of New Member Districts to READS Collaborative

C. 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 Education Foundation Fund**
6. **Early Childhood Council**
7. **Policy Subcommittee**
8. **Equity Subcommittee**
9. **MASC**

C. School Committee Reorganization

IX. Future Business

A. **Timeline**

B. **Future Agenda Items**

X. Open Comments

XI. Information Items

XII. Executive Session

ADJOURNMENT