

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

February 29, 2024

Regular meeting of the Rochester School Committee was held on Thursday, February 29, 2024 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), Katherine Duggan (in-person), Anne Fernandes (in-person), Robin Rounseville (in-person) and Jason Chisholm (remote).

COMMITTEE MEMBERS ABSENT: 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 6:34pm 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

Recommendation:

That the School Committee review and approve the minutes of January 25, 2024

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of January 25, 2024 as presented

SECONDED: Ms. Duggan

MOTION PASSED (4:1)

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

1. C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the Budget Subcommittee minutes of February 12, 2024

MOTION: Ms. Rounseville to approve the Budget Subcommittee Meeting minutes of February 12, 2024 as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

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

IV. General

A. Appeal of Book

Recommendation:

That the School Committee review and discuss an appeal of the book *It Feels Good to Be Yourself* and render a decision.

Superintendent Nelson stated this item is in relation to the school committee's District Adopted Procedures related to policy IJ-R Reconsideration of Instructional Resources. This past December, the District received a Citizen's Request for a Review of a book, from Ms. Sandra Bock, for the library book *It Feels Good to be Yourself* by Theresa Thorn. Leading up to the appeal to the school committee this evening, the following proceedings occurred in alignment with the District Adopted Procedures to IJ-R Reconsideration of Instructional Resources. First, Interim Principal Heidi Letendre met with Ms. Bock, referred to as the 'questioner' in relation to the District Adopted Policies, to have informal discussions regarding her questions and/or concerns about the book. Next, Assistant Superintendent of Teaching and Learning, Dr. Fedorowicz, convened the appropriate members; a School Committee member, Ms. Sharon Hartley, Chairperson, Assistant Superintendent Dr. Fedorowicz, Interim Principal Ms. Letendre, and the appropriate subject area coordinator from the District, Ms. Sollauer, Librarian as outlined in the procedures to form a Standards Committee. Next, the Standards Committee met with the questioner to review their questions and any other information they wanted

to present. The Standards Committee considered other pertinent facts and information and voted on the book that was requested for review. The book was unanimously approved by the Standards Committee to remain in the school library and their decision was rendered in writing to the questioner. Consequently, the questioner appealed the Standards Committee's decision to the Superintendent of Schools for review and consideration. The Superintendent of Schools met with the questioner to hear their questions and/or concerns about the book, reviewed the Standards Committee's decision and upheld the Standards Committee's decision. The questioner since appealed to the School Committee per the adopted procedures to IJ-R Reconsideration of Instructional Resources. As a result, tonight the School Committee should hear the questions and/or concerns from the questioner and review the previous proceedings as just outlined and render a decision on the book. The decision should be confirmed in writing. Once a decision by the School Committee has been made, as stated in IJ-R Reconsideration of Instructional Resources, the decision will not be reconsidered for a period of three years beginning with the end of the school year when the decision is made. In the School Committee's packets, all related documentation has been provided including the questioner's citizen's request for review of a book form, the Standards Committee's written decision, the Superintendent's written decision and the questioner's written appeals. At this time, I would welcome Ms. Bock to share her comments.

Ms. Bock stated the following:

Thank you to everyone in attendance this evening. To the Members of the Rochester School Committee:

Compromise is defined as "an ability to listen to two sides in a dispute, and devise a compromise acceptable to both"; a mutual concession. After presenting my contention with the book "It Feels Good to Be Yourself" by Theresa Thorn, the resulted outcome has not even been close to a compromise, it has been a complete refusal to reach a compromise.

When meeting with the Standards Committee and then with your superintendent Mike Nelson, I was met with pleasant and understanding of my concerns with this book. Most of you know me, and with that knowledge know that I research and depend on my experience in education to make a judgement. Maybe I did not present my case forceful enough, but I am adamant about the damage this book will instill in our youth in days, weeks, months and years to come. Our children are the most precious commodity we have and you, the Rochester School Committee, are there to protect our children from harm encompassing all; physically, intellectually and emotionally. That is your job! Somehow, I feel you are thinking not about them, but your life in today's society and how you can look away from what is right in front of you. The most influential people in a child's life are the key holders to all of our futures. What you decide directs them. Wouldn't you want that? If indoctrination is a matter of teaching ideology, it's wrong when it misleads students. As cited in "It Feels Good to Be Yourself" by Theresa Thorn, children are subjected to confusion when misleading them that there are more than two biological genders, a fact. The book states family and others "guessed" the child's sex at birth or as a baby. Kids who have a weak sense of identity tend to be more likely and therefore more successfully brainwashed. This indoctrinated thinking is stated throughout the book until there is acceptance of it without question. By age 4, cited by Jason Rafferty MD, MPH, EdM, FAAP in healthychildren.org, "most children have a stable sense of their gender identity". Family values are the influencers, not educators, administrators, or librarians for elementary aged children. By using this book and teaching gender identity in elementary school, traditional family structures are diminished and confusion ensues. Young impressionable minds become targets with something they are not equipped for because of their maturational levels. According to the doe.mass.edu, "the responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with a parent". Using books in elementary schools to teach about .06% of the population (13-17 year olds) who experience gender identity dysphoria is not appropriate for the majority of the students who do not experience this confusion, nor are the educators, administration, or librarians licensed to administer this ideology. Teaching acceptance of all, not explaining the difference when maturation level is not ready is key. When evaluating instructional resources, consideration of material should not discriminate or stereotype on the basis of, for example: race, color, gender identity, age, disability, etc., but what about the discrimination of the child that does not belong in the identified groups, aren't they being discriminated against? These children are who people should advocate for, the forgotten population. Examples of public indoctrination of children include sex education curricula that teach gender stereotypes. Family structure and that culture is where instruction should take place not in an elementary school. Elementary children identified by family should consult with a pediatrician, it is not a school issue. Discretion and privacy to family and student, not a class lesson using books like this, should be the way to handle this situation. Delight in the way God made that child. Delight in who you are. Schools should highlight acceptance of all by using literature materials like "Junkyard Wonders" by Patricia Polacco. You do not need to highlight differences; children are accepting of all. Discrimination is taught. Facts should be taught in later grades of school, like chromosomal differences between a boy and a girl, you either have XX or XY chromosomes, girls are girls, boys are boys. You can want to change, but it is not possible even through surgery, drugs or wishing it. God mapped out a girl to be a girl with her chromosomes, plain and simple. Don't confuse young children with believing they can change that fact. Books like "It Feels Good to be Yourself" does just that, confuse young minds. What I ask of you to consider is to limit access to this book to children in the library. Consider compromise in keeping this book behind the scenes or in your adjustment counselor's office for use. Consider elementary children's maturational levels and eliminate confusion on a sensitive topic not belonging in an elementary school setting where educators are not licensed to offer answers to questioning by young children. Believe me, there will be a child who asks that question after taking that book from a library shelf. "Mrs. Bock, what does this word mean in this book?" "Why doesn't JJ think he's a boy or girl, he thinks he's both?" "I don't get it!" Is any educator ready for that answer to those questions? What do you say to that child? Think about it, do you send him to the adjustment

counselor? You'll get in trouble with some parents if you do that! Ticking time bomb! Compromise! Take the book off the library shelf and protect everyone. In conclusion, I want to thank the RMS school committee for accepting books at their December meeting donated by the PTO. These books were accepted without reserve or hesitation because they were vetted to be age appropriate. They also provided fiction and the use of their imaginations, not focused on adult issues concerning the world today, there is plenty of time for that in today's world.

School Committee Feedback:

Chairperson Hartley reminded members of the school committee and community members that parents should contact the librarian to request their student(s) does not have access to certain book(s) and this is the practice in all of the schools in our districts. Our librarians maintain the list and respect parents' wishes.

Ms. Fernandes asked how do parents know what books are available in the library, do they have to go to the library website and scroll through to see? Superintendent Nelson confirmed yes, the library catalog is posted on the website which has the entire collection available for parents. Ms. Fernandes stated that is not something that she would have done as a parent, or thought to do. Chairperson Hartley stated she wanted parents to know that there is a process and she wants to stay on the appeal at this time. Ms. Fernandes added that this is one of her considerations, how would parents know. Chairperson Hartley stated she would like to handle this specific appeal this time.

Ms. Rounseville said she feels strongly that this book has been through the vetting process, examined, reviewed and met the criteria they as a school committee have stated in their policy. She feels strongly that this book should remain accessible in the library. She believes the compromise is already there. If you do not want your child to see this book, you have the ability to inform the librarian that you don't want your child to see the book. To her, that is the compromise and it is in place. She feels this book needs to be in the library. She's read it. She thanked the community for taking the time to send their opinions. She has read all of them as well and feels they are about 50/50. She thinks this book meets the criteria that they put in place. She trusts the professional librarian for having vetted it.

Chairperson Hartley added that when she met with the librarian, Ms. Sollauer, she articulated the serious and in-depth process for selecting all books for the library. They consult multiple strong reviewers of all books as part of the process.

Ms. Fernandes said developmentally responsive teaching and as a responsive classroom district, one of the largest components of responsive classroom is teaching developmentally age appropriate. This book is geared towards 4-8 year olds. She does not think that is appropriate developmentally. She thinks that coming to a compromise, if it were up to her, she would not have it in the library at all. But, to have a compromise could be about where the book is placed. Someone wrote in one of the emails that the book could be kept at the librarian's desk and then if someone wanted to opt-in to it, even a parent, then there it could be. She said another option could be in the social worker's office. She thinks there is room for compromise. She understands there is an option to opt-out, but asked if that was in a policy or where is that located. Superintendent Nelson said it is a practice as Chairperson Hartley had mentioned. Ms. Fernandes said ok, it is a practice. She thinks that when she was in school, they had a number of developmental psychologists who spoke to when you could expect students to do certain things, cognitively, emotionally, physically, all of those realms. She thinks this one is a scance of that and it should be up to parents to decide if the child has the book or not.

Ms. Rounseville said her perspective is that they have that ability now. They can say they don't want their child to borrow the book.

Ms. Fernandes said where is that practice noted. She has not seen it. Chairperson Hartley said that any of the many book conversations that took place over the last year when the librarians have spoken, including at the Tabor Library in Marion, they have said families can opt-out. She believes it must have been printed in the press and many of these meetings were recorded and she believes it is out there. Ms. Fernandes said we should have our practice written someplace for parents to see, like the handbook. Chairperson Hartley said that was a good idea.

Ms. Duggan said she would like to echo everyone's sentiments and appreciates hearing from people. It means a lot to receive an email and hear what people are thinking. A lot of valid points were made. One of the themes that came up was students needing support with a book like this, as they might with any book. She is curious to know how would it be handled in the school if a child read a book and had questions about it. Superintendent Nelson said it would be case by case on the age of the student. He said as mentioned there is a clinical staff, a school psychologist, two school adjustment counselors, typically they would consult with the parent and/or guardian knowing that every case is different. Ms. Letendre added that if it was of concern, they would reach out to family and have the conversation with them first.

Mr. Chisholm said this topic has come up quite a bit and he thinks they have been pretty consistent in support of the District's process, the librarians, the professionals that have been empowered, trained and educated to make these decisions. He appreciates the concerns and different perspectives. At the same time, he thinks they don't talk enough about parents being responsible for their own children. He believes the influence the parent has on their own children, in their own households and in the messaging, morals and expectations set for their own children. He can appreciate there are other outside influences, he thinks everyone in the community should think about the conversations they are having with their own children, what are the expectations being set at home, and how confident they are that their own voice is one of the loudest voices that their children are hearing. He is not taking an opinion one way or the other, but thinks we all need to take a close look at this. If an individual feels the outside influences of their children are so strong and such a threat that their voice, ideas and beliefs for their children are going to be easily overridden, that is something to be addressed as a family. He agrees the compromise is, and has always been, that is the parent's right and responsibility to make it clear

to the school any material they do not want their children partaking in. He thinks it is a great idea to make this information more of a public notice so all members of the community understand and there are ways this can be shared in the handbook, or on the websites or communication in the beginning of the school year. He said he was prepared to support the professionals in the schools to make these decisions.

Ms. Fernandes reinforced that she brought up responsive classroom, developmentally appropriate teaching and learning, that the manner in which this is being kept in the library without any compromise is not developmentally appropriate.

MOTION: Ms. Rounseville to keep the book *It Feels Good to Be Yourself* in the school library

SECONDED: Ms. Duggan

MOTION PASSED (4:1)

Roll Call: Hartley (yes); Rounseville (yes); Fernandes (no); Duggan (yes); Chisholm (yes)

Superintendent Nelson stated the school committee will have to issue the decision in writing to Ms. Bock per policy.

Chairperson Hartley reminded everyone present that there is a sign-up sheet for public comment, which will take place later in the meeting.

B. Approval of School Health Unit Application

Recommendation:

That the School Committee discuss the School Health Unit Application through the Massachusetts Department of Public Health. Superintendent Nelson informed the school committee that each year they must approve the School Health Unit Application to submit to the Department of Public Health. This application allows for the school nurse to train administrative staff and teaching staff to administer medication to students as appropriate and needed on school grounds and on field trips or during extracurricular events. The application that was provided in the back up information has been reviewed and endorsed by the school nurse, Dr. Mendes, one of the school physicians and himself.

MOTION: Ms. Duggan to approve the School Health Unit Application as presented

SECONDED: Ms. Fernandes

MOTION PASSED (5:0)

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

C. Approval of READS Collaborative Agreement Amendment

Recommendation:

That the School Committee review the READS Collaborative Agreement Amendment.

Superintendent Nelson informed the school committee that this updated agreement reflects new districts Whitman-Hanson and Brockton becoming part of the collaborative as supported by the school committee earlier this year.

MOTION: Ms. Fernandes to approve the READS Collaborative Agreement Amendment as presented

SECONDED: Ms. Rounseville

MOTION PASSED (5:0)

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

D. Approval of Grant

Recommendation:

That the School Committee review the FY2024 Safe and Supportive Schools Continuation Fund Code337 in the amount of \$10,000. Superintendent Nelson explained that this is the second part of this grant that was awarded last year and it was received by each of the four districts.

School Committee Feedback:

Ms. Fernandes asked what the money will be used for. Superintendent Nelson explained that it will support the four to five individuals leading this work in the form of stipends and/or support supplies needed. Each of the districts received and approved year one funds of \$10,000 each last year. There was no additional application process for year two.

MOTION: Ms. Fernandes to approve the FY2024 Safe and Supportive Schools Continuation Fund Code337 in the amount of \$10,000 as presented

SECONDED: Ms. Rounseville

MOTION PASSED (5:0)

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

E. Approval of Transportation Contract

Recommendation:

That the School Committee review the transportation contract for FY 2025-2027.

Superintendent Nelson informed the school committee that as they know, the district has been going through the bid process as the current bus contract with Amaral expires at the end of this school year. Since the bid process has come to a close, tonight the school committee is able to review the most responsible and responsive bidder. The school committee was provided with back up information for a recommended motion and the transportation contract between this school committee of the Town of Rochester and the Old Rochester Regional School District school committee in relation to all Rochester resident students utilizing the transportation K-12 because the Town is responsible for those transportation costs.

Mr. Barber reviewed the additional documentation and explained that in the bidding process, the first time, all of the districts were combined for a full regional contract hoping that combining would provide a savings in a new contract. One vendor responded and the costs were significant. The team decided to solicit bids again after adjusting the terms and separating each of the three towns. With this, two vendors responded. The value of the contracts came in well over 35% of an increase, which is similar to what other districts are seeing at this time as well. The included documents show the pricing bid form, which showed the costs over three years.

School Committee Feedback:

Ms. Rounseville asked how late buses work. Mr. Barber explained that there are no late buses at Rochester Memorial School. After the regular route for the Junior High School and High School, the late bus runs as needed. This is only secondary so the costs are not included in the allocations shown.

Ms. Duggan asked about the tiers, there is one bus that is only needed at RMS. Mr. Barber confirmed that is correct and then 7 buses that are needed for RMS and the secondary level. Ms. Duggan asked to confirm that 7 is as low as RMS could go for number of buses. Mr. Barber confirmed yes, based on mileage and ridership.

MOTION: by Ms. Rounseville to award the transportation contract to Amaral Bus Company, Inc. as the responsive and responsible bidder.

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

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

F. Approval of Donation(s)

Recommendation:

That the School Committee review the following book donations from RMS PTO: *Let's Play!* By Henre Tullet, *The Big Cheese* by Jory John, *The Sour Grape* by John Jory, *I'm Not Sleepy! No Tengo Sueno!* By Angela Dominguez, *The Reflection in Me* by Marc Colagiovanni, *Me & Mama* by Cozbi Cabrera, *Buffalo Fluffalo* by Bess Kalb, *Chicken Little and the Very Long Race* by Sam Wedelich, *Noodle Conquers Comfy Mountain* by Jonathan Graziano, *Giraffe is Too Tall for This Book* by DK Ryand, *The One and Only Ruby* by Katherine Applegate, *Branches: Press Start! Book Series Super King Viking Land! (Book 13) and Super Game Book! (Book 14)* by Thomas Flintham, *The Bad Guys Series – The Bad Guys in the Others?! (Book 16) and The Bad Guys in Let the Games Begin (Book 17)* by Aaron Blabey, *Unicorn Diaries Series The Glitter Bug (Book 9) and Bo and the Merbaby (Book 5)* by Rebecca Elliott, *The Last Comics on Earth #1* by Max Brallier, *The Last Kids on Earth and the Monster Dimension (Book 9)* by Max Brallier, *Wings of Fire – Winter Turning (Book 7)* by Tui T. Sutherland, *I Survived the Great Alaska Earthquake, 1964 (Book 23)* by Lauren Tarshis, *Cat Kid Comic Club Influencers (Book 5)* by Dav Pilkey, *The Kingfisher Science Encyclopedia 2024* by Charles Taylor, *Super Shark Encyclopedia and Other Creatures of the Deep* by Derek Harvey, *Baseball GOATS: The Greatest Athletes of All Time (Sports Illustrated Kids)* by Bruce Berrglund, *Basketball GOATS: The Greatest Athletes of All Time (Sports Illustrated Kids)* by Bruce Berrglund, *Football GOATS: The Greatest Athletes of All Time (Sports Illustrated Kids)* by Bruce Berrglund, *National Geographic Kids Bite, Sting, Kill! The Incredible Science of Toxins, Venom, Fangs and Stingers* by Julie Beer, *You Are a Star, Jane Goodall* by Dean Robbins and *Who is Simone Biles?* by Stefanie Loh.

Superintendent Nelson shared with the school committee that the PTO donated these books after this most recent book fair.

School Committee Feedback:

Ms. Duggan asked to confirm that all these books met the criteria in the selection process. Superintendent Nelson confirmed that yes, they did meet the selection criteria and the paperwork is included in the school committee's back up information.

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

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

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

G. Public Comment Discussion

Recommendation:

That the School Committee discuss public comment.

Chairperson Hartley stated that Ms. Fernandes requested this be added to the agenda to have a discussion about this item. Ms. Fernandes said that she noted on other district agendas, the public comment section is closer to the beginning of the meeting. She asked if anyone had any interest in moving it earlier for the sake of the stakeholders that are coming to our meetings some of which

are lengthy and having to wait until the end of the meeting. She also said stakeholders might want to have comment about topics on the agenda prior to the topics being covered in the meeting.

Chairperson Hartley shared the Town Council called a meeting about a year ago with all the Town committees and boards in which they explicitly and firmly said public comment should be at the end or near the end of the agenda. She said the elected officials like the school committee have an agenda and important work to do at the meetings. It is important that the work get done. She said they want to hear from the public in-person or written and it made her think of Stephen Covey and 'The main thing is to keep the main thing the main thing'. She continued that the priority is the work that needs to be done based on the agenda. She reviewed some Town agendas, which do not have public comment and the ones that do have public comment it is at the end or close to the end. It keeps it consistent with other Town committees and boards and consistent with the other schools in the district.

MOTION: Ms. Fernandes to move open comment closer to the start of the meeting away from the end of the meeting
There was no second to this motion.

MOTION: Ms. Duggan to keep public comment where it is currently located on the agenda

SECONDED: Mr. Chisholm

ADDITIONAL DISCUSSION

Ms. Fernandes asked, going forward if stakeholders see the agenda prior to the meeting, they can forward questions to a school committee member or to the Chair, is that accurate? Chairperson Hartley said questions can come at any time. Ms. Fernandes asked if the questions would be addressed during an open meeting. Chairperson Hartley said it could be that a committee member sees the question and responds to it. Superintendent Nelson said there are scenarios where public comment can be written which is outlined in the approved policy and then it becomes part of the minutes.

MOTION PASSED (4:1)

Roll Call: Hartley (yes); Rounseville (yes); Fernandes (no); Duggan (yes); Chisholm (yes)

H. Responsive Classroom Fly Five Pilot Discussion

Recommendation:

That the School Committee discuss Responsive Classroom Fly Five Pilot.

Chairperson Hartley stated that Ms. Fernandes requested this be added to the agenda. Ms. Fernandes said she had additional questions from the last conversation about Responsive Classroom. She asked what other programs were considered. Superintendent Nelson said the Cares Program and Olweus were also considered. Ms. Fernandes said she knows that it's not being unpacked yet because of the literacy initiative, is there a possibility that school committee members if interested, would be able to see the materials. Superintendent Nelson said yes, absolutely.

IV. 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 \$230,481 available of the general funds appropriated in the 2024 Fiscal Year.

\$ 6,836,930 - General Funds Approved

\$ 6,606,449 – Obligations Paid Year to Date

\$ 230,481 - Remaining Available Funds

Bristol County Agricultural High School is paid for the Fiscal Year June 30, 2024 obligation in full. The total cost is \$210,932 for the operational budget consisting of tuition, debt and transportation.

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.
- Had a successful week serving the students in the Math Acceleration Program.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to grow strong.

Ms. Duggan asked if the meal payment vendor would remain the same next year. Mr. Barber explained that it should remain the

same. It was changed in recent years, one time because the company was bought out and the second time because the new company offered one transaction fee no matter how many student accounts were in the transaction whereas the previous company would charge a transaction fee for each student each time funds were added.

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:

- Conducted two snow and ice removal operation.
- Received 10,000 gallons of fuel oil
- Conducted routine maintenance on all facility equipment and systems.

CHAIRPERSON'S REPORT:

Chairperson Hartley shared her Town Report for the School Committee to hear and provide feedback before she shares it with the Town on behalf of all School Committee members.

The first Rochester School Committee Meeting in 2023 was held on Monday, January 23, 2023. This first meeting was held full in-person at Memorial School with a Zoom link available. Committee members noted hopefully that this meeting signified the end of COVID restrictions and a return to normalcy.

School Committee Members included Sharon Hartley, Chairperson, Robin Rounseville, Vice Chairperson, Jason Chisholm, Kate Duggan, and Anne Fernandes.

In September, when the School Committee reorganized, Kate Duggan was elected to serve in the role of Vice Chairperson.

School Committee members took the following actions during the year:

- *Approved the Fiscal Year 2024 Budget in the total amount of \$7,025,493 for the Rochester Public Schools,*
- *Reviewed and approved a Memorandum of Agreement between the Rochester School Committee and the Rochester Memorial Support Personnel Association,*
- *Approved changes to the Student Handbook,*
- *Approve the School Health Unit Application,*
- *Decided to opt out of school choice for the 2023-2024 school year,*
- *Approved the Memorandum of Agreement between the Rochester School Committee and Southeastern Massachusetts Educational Collaborative for the rental of classroom space,*
- *Approved the Memorandum of Agreement between the Rochester School Committee and Bonnie A. Morrison, Countryside Child Care Center, Inc. for the rental of classroom space, and*
- *Accepted the Literacy Program Curriculum, Into Reading.*

The School Committee approved and accepted the following grants totaling \$201,176:

- *The Safe and Supportive Schools Grant for \$10,000 to create safe and supportive school environments,*
- *The USDA Equipment Grant for \$20,000 to invest in our service lines equipment,*
- *The FC586 Early Literacy Universal Screening Grant for \$5,076,*
- *The FC730 Accelerating Literacy Learning through High Quality Instructional Materials Grant for the amount of \$162,000 to support Rochester Memorial School with assistance in purchasing a new core literacy program for grades K-6, and*
- *The OpenSciEd Grant in the amount of \$4,100.*

During the year the School Committee gratefully accepted the following important donations to our school:

- *The "All the Time" series of books,*
- *A donation of sanitizer from Joshua Rivera,*
- *Bongos for the Music Department from Nancy Sparklin,*
- *A steel drum for the Music Department from Damien McCann,*
- *A saxophone stand from Erin Bednarczyk for the music department,*
- *A Free Little Library from an RMS student, Austin Sims, and Austin's father, Mr. Sims, and his students at Old Colony High School,*

- Two special books, *Sal & Gabi Break the Universe* by Carlos Alberto Hernandez and *Squished by Lloyd* by Megan Wagner, from the Duggan family,
- Many collections of books for the RMS Library from the RMS Parent Teacher Organization,
- A collection of books for the RMS Library from the Plumb Memorial Library, and
- Sixty-five toothbrush kits from All Hands dentistry and Sullivan Family Dental.

During the year School Committee Members received the following demonstrations and reports:

- Mr. Cote, classroom teacher, demonstrated the use of a new piece of technology, a Promethean Board, which is being used to support student learning in every learning area of our school.
- Mr. Davidson, Director of Student Services, reported on the roll-out of the Math Acceleration Academy during February and April vacations. Students participate in engaging and dynamic Math lessons that focus on accelerating students' learning in data driven targeted areas. The Academy is free of charge for all students who participate.
- Several presentations were made during the year by Dr. Darci Burns, representing the HILL for Literacy, to explain the major tenets of the HILL for Literacy's multi-year process to support RMS staff during their transition to adopting a new core literacy program.

At the end of the school year, the School Committee recognized and honored the following esteemed educators as they retired from Memorial School after many years of dedication to our school, our students and their families. Thank you to Diane Alexander, Deb Lucas, Dana Stupalski, Jim DellaCioppa, Deb Bacchiocchi, and Lorraine Taylor and Director of Student Services, Craig Davidson.

The School Committee also recognized the dedicated leadership of Principal Derek Medieros as he resigned from his position as Principal of Rochester Elementary School.

In September, as the new school year began, the School Committee welcomed the following new staff members: Heidi Letendre, Interim Principal; Kristine Lincoln, Interim Director of Student Services; Teah Keog, ELL Specialist; Jackie St. Thomas, School Psychologist; Caitlyn Coelho, Special Education Teacher; Alexia Pacheco, Classroom Teacher; Lauren Harper, Classroom Teacher; Catherine Staier, Classroom Teacher; Leigh Beson, Classroom Teacher; Bridget Houlihan, Classroom Teacher; and Erin Sharp, Instructional Assistant.

The School Committee also welcomed Gilbert Leonardo as the Building and Grounds Supervisor and Kelly Freitas and Marvin Bern as Lunch Aides at Rochester Memorial School.

In December, Superintendent Nelson introduced the presentation of the School Improvement Plan by explaining that the new District Strategic Plan, Vision 2028, serves as a guide for the school improvement initiatives and informs the processes and goals for leaders and faculty. Dr. Fedorowicz, Principal Letendre and members of the School Council presented the School Improvement Plan and School Committee members unanimously approved the plan.

We conclude this report with appreciation for the vibrant school community of Rochester Memorial School - students and their families, members of the PTO, leaders, teachers, support staff, food service staff, custodial staff, ORR District staff, Town Hall staff and Rochester citizens – all of whom contribute to this joyful learning community and the many celebrations, field trips and learning experiences that take place throughout the year.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson shared with the school committee that the Superintendent's monthly newsletter was released earlier in the day and to view that for District highlights from February. He also reminded the school committee and public that ORRconnect is on Facebook along with each school and to download the ORRconnect App for current information from all buildings. He informed the school committee that the District applied for two grants recently, the first was for summer acceleration work and the second was for up to \$75,000 to reimagine the sensory spaces at RMS.

Dr. Fedorowicz stated the following:

We had our Family Literacy night which was held on Feb 7th at the ORR cafeteria to showcase the new K-6 IntoReading curriculum.

- *The night included an overview presentation of the new IntoReading curriculum followed by teacher-led small group presentations per grade level where families were able to look at the books, materials, resources and digital components.*
- *Families were able to ask questions, look at the different components and then we had a literacy basket giveaway from PTO. A special thank you to the PTO for the baskets and to our teachers that participated to share the new literacy curriculum.*

We continue to work with HILL for Literacy on implementation training, data informed instruction and Science of reading.

In the Learning Walks we have been conducting, which our last one at RMS was Feb. 8th and yesterday at Mattapoissett, it is rewarding to see teachers delivering well-planned reading instruction with confidence and routine and students are taking ownership of the work. Shout out to our teachers that have taken on a monumental task this year implementing a new literacy curriculum.

Wednesday, March 6 is our next professional development day. Our teachers will be focusing on Data Analysis, Small Group Planning and Progress Monitoring with the new literacy curriculum implementation.

During our New Teacher mentoring today, Kris Lincoln provided a thorough overview of the Student Services office which included an eloquent presentation and activities related to accommodations and modifications to help new teachers better understand the learning services provided for our students. Thank you Kris.

On Tuesday, we had another Project 351 workshop on the ORR Campus where the upper elementary students were able to meet from all three districts and collaborate on leadership and sense of belonging scenarios. In meeting and working with students, they were excited and engaged, and worked so well together. This was organized by Ms. Millette, which then concluded in a collaborative lunch.

On March 14, we will be holding a community input and feedback forum on the 3-year Student Opportunity Act (or SOA) plans. This is a smaller, more targeted plan that identifies where data reveals gaps in student learning opportunities and outcomes for the student groups such as low income or students with disabilities. The SOA plan serves to describe how we will utilize evidence-based approaches and strategies to address closing learning gaps for these student groups. More details on the March 14 Community forum are forthcoming. That concludes information from the Office of Teaching and Learning.

Ms. Lincoln discussed the following:

The February Math Acceleration Academy was held at the Sippican School in Marion, Tuesday February 20 - Friday the 23rd. Students from grades 3-10 that participated received targeted, small group math instruction based on common benchmark assessments. Math coaches were also available to provide individual support on specific skills as needed. Lessons incorporated a combination of hands-on manipulative activities, technology and group projects. The daily schedule also included lessons focusing on social emotional skills, art, technology and physical education. Activities were designed to be collaborative with hands-on learning experiences. Social-emotional lessons were brought to each classroom. Specialists activities included contour line drawings in art, collaborative problem solving in physical education and coding in technology. There were 17 students from Rochester who participated in the academy. As mentioned at our January meeting we resumed our Community Talk partnership with the SMEC collaborative on January 29th. Dr. Alex Hirschberg presented "Practical Strategies for Managing Challenging Behaviors" via zoom from 6:30-8pm. Topics included but were not limited to: cognitive coping strategies, how the environment impacts behavior, and managing behaviors by making problem behaviors irrelevant, inefficient and ineffective.

Superintendent Nelson thanked Mr. West for his leadership at the Acceleration Academy during the break.

School Committee Feedback:

Ms. Rounseville asked about how many students attended. Ms. Lincoln shared that seventeen students from RMS added. Ms. Rounseville asked if it was targeted to specific students. Ms. Lincoln said it was at first, then opened up to everyone. Superintendent Nelson reminded the School Committee that this was grant funded.

PRINCIPAL'S REPORTS

Ms. Letendre reported the following:

4th Grade Chorus:

The 4th Grade Annual Chorus Concert was very well attended on Thursday, February 1, 2024. The theme of the concert was about Adventures and Challenges. Several students had individual or small group parts during the performance and our students' confidence and musical talent shined through. Congratulations to Mrs. Audette and our 4th grade teachers for the support and encouragement they provided to our students.

After-school Activities:

Winter activities just finished up in mid to late February. Spring after-school activities begin the week of March 4th. There are about 23 different after-school activities for students to choose from for the spring.

Staffing:

RMS welcomed Mrs. Laprise, music teacher, back on Monday, February 12, 2024. We were thankful to have Mr. Pedro Silva as her long term substitute. Mr. Silva did a great job stepping into this position, especially during our holiday concert season. RMS welcomes Susan Raposa, special education teacher as a long-term substitute for Mrs. Russo. She joins us with many years of

experience as a special educator. Congratulations to Mr. Cote for the birth of his first child in February and congratulations to Mrs. Russo for the birth of her first child in January.

Celebrations Committee:

The Celebrations Committee coordinated Football Friday on February 9th where we encouraged everyone to wear their football jersey or the colors of the team they hoped to win the Super Bowl. The committee also organized a Super Bowl style lunch for staff where everyone donated various appetizers.

Student Ambassadors:

The Ambassadors celebrated Random Acts of Kindness Week in February. Students visited each classroom to present the idea of creating a “Blizzard of Kindness” where students are recognized for their kindness and snowflakes with their names on them are displayed on the bulletin board in the main entrance of the school.

Project 351:

Project 351 students presented their social situation scenarios to our 2nd and 3rd grade students and will present them to 4th, 5th and 6th grade students in the next couple of weeks.

Curriculum and Assessment Updates:

Middle of the Year Data meetings took place the week of February 12th with Hill for Literacy. During this time, educators reviewed student data and identified instructional focus areas and intervention groups. Interventionists collaborated with teachers to identify students needing additional instructional services paired with classroom teacher instruction.

School Council Meeting:

Tuesday, March 5th, 3:30-4:30 PM

Upcoming Dates:

Wednesday, March 6th Early Release Day for Faculty Professional Development

Tuesday, March 5th, Grade 3 attends Symphony Concert at New Bedford High School

Friday, March 8th is the 1st Grade Movie Night

The FORM Chorus concert grades 5-12 is on March 5th at ORRHS

The FORM Band concert grades 5-12 is on March 12th (Both at 6:30 PM)

Wednesday, March 13th, Staff Meeting

Next PTO Meeting is Tuesday, March 12th at 3:10 PM

RMS MCAS Testing Schedule:

Grade 6:

ELA: April 1 and April 2, 2024

Math: May 13 and May 14, 2024

Grade 5:

ELA: March 26 and March 27, 2024

Math: April 29 and April 30, 2024

Science: May 16 and May 17, 2024

Grade 4:

ELA: April 4 and April 5, 2024

Math: May 2 and May 3, 2024

Grade 3:

ELA: April 9 and April 10, 2024

Math: May 6 and May 7, 2024

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – Superintendent Nelson said the next step is meeting with Town representatives for FY25.
2. ORR District School Committee – Mr. Chisholm said they last met on February 1st and meet again on March 7th.
3. SMEC – Ms. Fernandes reported they met a few days ago and discussed the FY24 revenue plan, revisited three policies and discussed the day school license approval along with advertising for new positions.
4. READS – Superintendent Nelson reported they last met on February 15th but he was unable to attend. Based on the agenda, the bulk of the work was budget discussion.
5. Tri-Town Education Foundation Fund – No report.
6. Early Childhood Council – Ms. Duggan reported met January 31, 2024. We discussed the upcoming Early Childhood/Community Fair, which was initially scheduled for March but will likely be rescheduled to April. This annual event will feature local groups from within the district and beyond who offer services and resources for small children and their families. We also discussed the plans for the Family Literacy Night, which ultimately took place on Wednesday, February 7, 2024. I was able to attend and it was a great event with the opportunity to look at the new Into Reading curriculum materials and speak with educators about their

experience rolling out this program. Thank you to Dr. Fedorowicz for hosting and for all the educators, parents, and others who attended or supported the event. We also touched on the opening of the applications for Project Grow and the Tri-Town Program, links to which are available on the ORR district website; the upcoming launch of the ORR Connect app; and Preschool Screening Dates and Locations; notably, the final screening date this year will be March 14, 2024 at RMS.

7. Policy Subcommittee – Ms. Duggan reported they last met on February 1, 2024 and reviewed the following policies: ADDA Background Checks, ADDA-R DCJIS Model CORI Policy, ADDA-E-1 Information Concerning the Process in Correcting a Criminal Record and ADDA -E-2 CORI Requirements. The subcommittee voted to recommend the first two policies with a few changes, and voted to recommend deleting the last two as their content was now covered in other updated policies. They also discussed clarifying the language around fundraisers sponsored by parent association groups as part of policy JJE Student Fund-Raising Activities. This policy has been discussed by the Joint School Committee a few times but before sending it back again, the Policy subcommittee will work to refine the language at its next meeting. Finally, they discussed revising Policy IJ-R, Reconsideration of Instructional Resources, to include the Procedures for Complaint. The Policy subcommittee voted to recommend including instructions on where people can find the procedures for complaints related to this policy. The Policy Subcommittee will next meet June 6, 2024.
8. Equity Subcommittee – Mr. Chisholm reported their next meeting is March 28th.

IX. Future Business

A. Timeline

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

Rochester School Committee

April 4, 2024 at 6:30pm

Hybrid Format

Joint School Committee

March 28, 2024 at 6:30pm

Hybrid Format

B. FUTURE AGENDA ITEMS

- Budget Approval (public hearings) (April)
- 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.

Michelle Cusolito of Rochester stated the following:

To Sharon Hartley, Robin Rounseville, Jason Chisolm, Ann Fernandes, Kate Duggan:

We, the 550 undersigned authors and illustrators, are writing to oppose the challenge of *It Feels Good to Be Yourself: A Book about Gender Identity* by Theresa Thorn and Noah Grigni at Rochester Memorial School. We urge you to protect the freedom to read for *all* people. As authors and illustrators, our books are created with great care and intentionality, and we recognize the responsibility we have to our readers. We are deeply concerned for the families, librarians, and communities who suffer when the freedom to read is challenged and taken away. A book may not be for every reader, but—as we know from the many letters we receive from our readers—a single book can matter deeply to an individual. The book challenge facing your community is part of a wave of backlash in response to hardwon gains made by authors whose voices have long been underrepresented in publishing. The banning efforts escalating across the nation particularly target BIPOC and LGBTQ+ stories; they seek to erase history and silence the voices that speak truthfully about essential human experiences. When books are removed or flagged as inappropriate, it sends the message that the people in them are somehow inappropriate. It is a dehumanizing form of erasure. Every reader deserves to see themselves and their families positively represented in the books in their libraries and institutions of higher learning. Studies show that diverse books build empathy and reduce prejudice, creating a more compassionate world for us all. As hate crimes spike across the U.S., we need these books now more than ever. Moreover, as today's young people grapple with mental health challenges, these books can literally be a lifeline, encouraging readers to seek help from their families and communities. For centuries, libraries have provided

equal access to a wealth of knowledge and ideas for all members of their communities. When pro-censorship groups seek to overwhelm or manipulate these systems, seeking to advance their own political agendas or personal beliefs by censoring books, they create an atmosphere of fear and oppression and infringe on our most bedrock freedoms—freedom of ideas, of expression, of thought. The freedom to read is essential to ensuring our communities thrive. We urge you to rely on the extensive expertise of librarians in your community for collection development and review. These highly trained public servants are dedicated to ensuring libraries include a depth and breadth of ideas, information, and literature that will engage, inspire and entertain readers of all ages. What’s more, these skilled professionals have formal policies in place for addressing concerns with the materials available in the library. Books have immense power to build compassion, overcome prejudice, and enrich lives—but they must stay on your shelves to do so. We call on the School Committee members to retain the affected book so that it remains accessible to *all*.

Signed,

David Levithan	KA Holt	Stephanie V.W. Lucianovic
Maggie Tokuda-Hall	Andrew Simonet	Brigit Young
Ellen Oh	Lin Thompson	Rebecca Petruck
Samira Ahmed	Laurie Calkhoven	David DeGrand
Gayle Forman	Ali Terese	Diane Telgen
Sarah MacLean	Marc Tyler Nobleman	Erica Ivy Rodgers
Alan Gratz	Justin Weinberger	Phil Bildner
Christina Soontornvat	Tanya Konerman	Christina Cooke
Joanna Ho	Jacqueline K. Ogburn	Danielle Joseph
Aimee Lucido	Supriya Kelkar	Kirby Larson
Abi Cushman	Michael Leali	Jacob Grant
David Serlin	Emma Straub	Emily Deibert
Linda Sue Park	Robin Stevenson	Carmen Oliver
Jodi Picoult	Lindsay H. Metcalf	Jennie Shortridge
Sandra Mitchell	Janet Fox	Roberto German
Colleen AF Venable	Crystal Hana Kim	Gordon Jack
Debbie Ridpath Ohi	Jamie Jo Hoang	LeUyen Pham
Crystal Maldonado	Lauren Semmer	Annette Bay Pimentel
Christopher Healy	Michelle Schusterman	Martha Waters
Jessica Khoury	Josh Funk	Robin Newman
Kelsey E. Gross	Julia Kuo	Elizabeth Winthrop
Kristin Harmel	Cynthia Levinson	Keezy Young
Kiersten White	David Arnold	Tara Sim
Susan Johnston Taylor	Sarah Ruiz-Grossman	Deke Moulton
Abdi Nazemian	V Park (VP) Anderson	Emily Dove Barton
Jo Whitemore	Alechia Dow	Amy Spalding
Deva Fagan	Liz Garton Scanlon	Bruce Coville
Rebecca Coffindaffer	Charlie Lovett	Josephine Cameron
Bethany Hegedus	Laura Ruby	Sarah Weinman
Emeline Lee	KR Alexander	Jonathan Hill
Lucas Klauss	Erica S. Perl	Tiana Smith
Ann Angel	Jennifer Torres	Ellen Miles

Debbi Michiko Florence
 Amy Ignatow
 Adib Khorram
 Randee Dawn
 Derek Milman
 Karen Krossing
 Padma Venkatraman
 Ann Zhao
 Sergio Troncoso
 Rex Ogle
 Charlotte Agell
 Adam Rex
 Amy Rebecca Tan
 Carrie Finison
 Laura van den Berg
 Michelle MiJung Kim
 Destiny Soria
 M.C. Ross
 Robert Liu-Trujillo
 Charles de Lint
 K. Marcus
 Christine Evans
 Sarah Zachrich Jeng
 Lindsay Leslie
 Keely Parrack
 Jae Steinbacher
 Aimée M. Bissonette
 Darcey Steinke
 J.S. Park
 Karina Yan Glaser
 Naseem Jamnia
 Stephanie Perkins
 Rachel DeWoskin
 Evan Griffith
 Sarah Adler
 Cat Winters
 R.O. Kwon
 Elizabeth Eulberg
 Kate Messner
 Lev Grossman
 Amie Kaufman
 Lesléa Newman
 Amy Ratcliffe
 Darlene Beck Jacobson
 Natalie Standiford
 Rachel Cohn
 Lisa Moore Ramee
 Maia Kobabe
 Dorothy H. Price
 Bianca Mabute-Louie
 Ella Schwartz
 Sarah Mlynowski
 Stuart Gibbs
 Alyson Gerber
 Rose Brock
 Anna Kang

Max Brallier
 Kate J. Armstrong
 Gordon Korman
 James Ponti
 H.M. Bouwman
 Nikki Grimes
 Sarah Albee
 Eliot Schreier
 Jordan Sonnenblick
 Traci Sorell
 Julie C. Dao
 Yvonne Ventresca
 Sarah Sax
 Dahlia Adler
 Lance Rubin
 Daniel Handler (aka Lemony Snicket)
 Alex Gino
 Julie Buxbaum
 Kat Yeh
 Jilly Gagnon
 Livia Blackburne
 Jessica Yoon
 Adam Gidwitz
 Melanie Ellsworth
 Mallory O'Meara
 Mindy McGinnis
 Rajani LaRocca
 Maya Prasad
 Alethea Kontis
 Helene Dunbar
 Sal Sawler
 Mae Respcio
 Adrianna Cuevas
 Lindsey Lane
 Caroline Kusin Pritchard
 Gennifer Choldenko
 Amy Lukavics
 Sandra Proudman
 Jennifer E. Smith
 Jane Kuo
 Tasslyn Magnusson
 Patricia Newman
 Danielle Davis
 Sonja Thomas
 Colleen Paeff
 Lisa Jenn Bigelow
 Cátia Chien
 Marpheen Chann
 Naomi Danis
 Nanci Turner Steveson
 Isabella Kung
 Andrea Beatriz Arango
 Chrystyna Lucyk-Berger
 K.M. Walton
 Kasey LeBlanc

Katherine Marsh
 Jessica Day George
 Jennifer Nissley
 Vicki Johnson
 Natalie C. Parker
 Pamela S. Turner
 Anica Mrose Rissi
 Charlie Jane Anders
 Meg Medina
 Anne Ursu
 Jessica Spotswood
 Alex Sanchez
 PK Morrison
 Zetta Elliott
 Lee Mandelo
 Claire Legrand
 Alison Cherry
 April Henry
 Rob Costello
 Marie Rutkoski
 Nino Cipri
 Angela Burke Kunkel
 Tanya Boteju
 Kelly Farmer
 Joanne Rossmassler Fritz
 Amitha Jagannath Knight
 Dominique Dickey
 Carey Blankenship-Kramer
 Darcey Rosenblatt
 Bethany Brookshire
 Elizabeth Kilcoyne
 Chris Barton
 Jesse White
 Cece Bell
 Kip Wilson
 Shari Green
 Janae Marks
 Jenn Bishop
 Megan Frazer Blakemore
 Suzanne Williams
 Khushboo Patel
 Matt Forbeck
 Ryan Estrada
 Kim Hyun Sook
 Shauna Robinson
 Kari Lavelle
 Steve Watkins
 Dana Alison Levy
 Markelle Grabo
 Danielle Pieratti
 Martha Freeman
 Rachel Louise Snyder
 Lauren Thoman
 Don Martin
 Marissa Moss
 Art Coulson

Nina Crews
 Breanna Carzoo
 Tracey West
 Michelle Cusolito
 Wendy W. Shang
 Audrey Perrott
 Jo Knowles
 Meenal Patel
 Melanie Conklin
 Barry Lyga
 Nancy Tandon
 Randy Ribay
 Tamara Ellis Smith
 Charlotte Sullivan Wild
 Cordelia Jensen
 Aimee Lim
 Kekla Magoon
 Eileen Heyes
 Kate Spencer
 Rachel Michelle Wilson
 Jacqueline West
 Devon Holzwarth
 Sarah Darer Littman
 Dan Gemeinhart
 Gabi Snyder
 William Alexander
 Lisa Frenkel Riddiough
 Matt Phelan
 Marcy Campbell
 Kevin Cordi
 Donna Barba Higuera
 Jennifer Chen
 Kealani Netane
 Julia Walton
 Audrey Vernick
 Alicia D. Williams
 Booki Vivat
 Shawn K. Stout
 Emily Barth Isler
 Nadine Presley
 Tammi J. Truax
 Tiffany Jewell
 Seina Wedlick
 Dori H. Butler
 Trisha Moquino
 Elana K. Arnold
 Sunmi
 Megan Benedict
 Lish McBride
 Shirley Ng-Benitez
 Vicky Fang
 Shana Youngdahl
 Jess Townes
 Anne Wynter
 Jennifer Gennari
 Cory Putman Oakes

Mia P. Manansala
 Margaret Chiu Greanias
 Sarah Dessen
 Tara Dairman
 A.C. Esguerra
 Joy McCullough
 Lala Watkins
 Van Hoang
 Angela Dalton
 Jennifer Chambliss Bertman
 Ronni Davis
 Joyce Sidman
 Laura Bontje
 Jonathan Conyers
 Lynne Kelly
 Dow Phumiruk
 Karen Chow
 Claire A. Noland
 Michelle Cronin
 Shelby Van Pelt
 Emilee Moore
 Jaymie Heilman
 Dashka Slater
 Emma Reynolds
 Mike Jung
 Laura Shovan
 Gayleen Rabakukk
 Paul Acampora
 Katrina Tangen
 Lee Reed
 Nicole D. Collier
 Nita Creekmore
 Asela Lee Kemper
 Jenna Grodzicki
 Lev Rosen
 Clothilde Ewing
 Ann Rose
 Julissa Natzely Arce Raya
 Anna E. Jordan
 Rie Neal
 Lara Starr
 Cliff Burke
 Lisa Brown
 Katrin van Dam
 Zachary Braman
 Pam Munoz Ryan
 Amy Noelle Parks
 Jacqueline Davies
 Gabriella Gamez
 Jen Breach
 Deborah Heiligman
 Jocelyn Rish
 Gareth Hinds
 Charly Palmer
 Nadia Salomon
 Julian Winters

Rebecca Stead
 Clay Carmichael
 Jen Wilde
 Ellen Hopkins
 Fiona Cook
 Ginger Park
 Lisa McMann
 Lewis Buzbee
 Edward Underhill
 Hilary Reyy
 Lyn Miller-Lachmann
 Alex London
 Brittany Parry
 Alicia J. Novo
 Jamilah Thompkins-Bigelow
 Christina Lauren
 Lauren Parker
 Diana López
 Judy Schachner
 Mike Curato
 Kristin O'Donnell Tubb
 Jarrett J. Krosoczka
 Rob Renzetti
 Kimberly Harrington
 Fleur Bradley
 Stan Yan
 Holly Green
 Cheryl Rainfield
 Sarah Gailey
 Julia Lyon
 Lindsey Lane
 Donna Gephart
 Libba Bray
 Nancy Ohlin
 Gemma Hartley
 Nidhi Chananani
 Matt McMann
 Laura Renauld
 Kim Murphy
 Traci Huahn
 Ursula Vernon
 Michael Genhart
 Roberto German
 Torrey Maldonado
 Niki Smith
 Kelly Jones
 Jennifer L. Gadd
 Mikaila Mariel Lemonik Arthur
 Aaron H. Aceves
 Aaron Starmer
 Adam B. Ford
 Adam Gaylord
 Alex L Combs
 Alexander Wallace
 Alissa Nutting
 Angel Luis Colon

Angela Pham Krans
 Ann McMan
 Anne Marie Pace
 Annie Herzig
 Anya Johanna DeNiro
 Barb Rosenstock
 Benny sperling
 Bliss Bennet
 Brian Martinez
 Brooke Binkowski
 Cassie E. Brown
 Cathy Pegau
 Chanda Prescod-Weinstein
 Cheryl B. Klein
 Christiane Knight
 Christopher Farnsworth
 Claire Willett
 Courtney Milan
 Cynthia Gómez
 D.L. Lang, Former Poet
 Laureate of Vallejo, California
 Dan Poblocki
 David Demchuk
 Dianna E. Anderson
 Dr Kevin Karlson
 Dylan Meconis
 Edna Cabecabin Moran
 Eija Sumner
 Elly Swartz
 Emily Ecton
 Emily J. Edwards
 Erica Friedman
 Erik Jon Slangerup
 Eugene Myers
 Gordon Edgar
 Hikari Leilani Miya
 Holly Walters
 J.McDonald
 Jennifer J. Stewart
 Jeremy C. Shipp
 Jessica Burkhart
 Jessica Day George
 Jessica Reisman
 Jill A. Smith
 Joelle Charbonneau
 Johanna Taylor
 Josh Cook
 Josh Monken
 JS Carter Gilson
 Justice McPherson
 Justin Eger
 Kari Jones
 Kate Milford
 Katharine Duckett
 Kathleen Breitenbach
 Katie Schenkel

Kelly Barnhill
 Kelly Link
 Kelly Mangan
 Kendra Preston Leonard
 Krystyna Poray Goddu
 Kyle Tran Myhre
 Laura Purdie Salas
 Laura Rueckert
 Leah Kessler
 Leigh Luna
 Libby Cudmore
 Lindsay King-Miller
 Lissa Gromley
 Mackenzi Lee
 Margarita Longoria
 Megaera C. Lorenz
 Megan Frampton
 Mercedes Lawry
 Mindy Weisberger
 Minh Lê
 Mk Smith Despres
 Molly Beth Griffin
 N. K. Jemisin
 Natalia Sylvester
 Natalie Zina Walschots
 Nick Mazmanian
 Nicole Chung
 Nicole M. Wolverton
 Nova Ren Suma
 Opal Wei
 Pamela Toler
 Premee Mohamed
 R.M. Romero
 Rachel Elliott
 Rebecca Kim Wells
 Renee Carter Hall
 Ryan Bani Tahmaseb
 Ryan C. Bradley
 S. A. Chant
 Saki Tanaka
 Sally Sultzman
 Samantha M Clark
 Sarah Aronson
 Sarah Callender
 Sarah Day
 Sarah Elkins
 Sarah Kapit
 Sarah Lynn Baker
 Sarah Manvel
 Sarah S. Brannen
 Sarah Weeks
 Sarah Wendell
 Sean Scott
 Shaughnessy Miller
 Sherman Dorn
 Sonora Reyes

Susan J. Korman
 Susie Dumond
 Suzanne Brockmann
 Thomas Levenson
 Tracy Richardson
 Tyler King
 Vanessa North
 Victor Catano

Michael Kovacevich of Rochester stated the following:

I am a forty-year veteran of adjustment counseling, guidance counseling, psychotherapy with young people ages eight through high school. I wanted to speak to the piece of the importance of people being seen, heard and listened to. I think this is somewhat of a demonstration here that many of you now have the opportunity to speak how you feel. I'm glad that I have that opportunity too. In my experience as a counselor, I worked with many families and students mostly in the middle school and high school years who were struggling with feeling different in the environment they were in, in school, at home. Often times, unfortunately because they didn't have transgender diversity experience, they didn't feel a part of things. Going back 10-20 years ago, these folks didn't have anything to rely on, books or anything. They were most often ostracized, alienated, excluded. When that happens to any individual, they can become depressed, mental illness sets in, they don't function well in school. It was my job to assist those students and families. I have seen a lot of stuff. I've seen parents try to make their kids who are struggling with transgender diversity, force them to be a boy. One particular example, the father was like 'you have to play football', 'you have to do this, you have to do that'. That's not what the kid was about. He didn't care for that. He didn't want that. It just made him feel even more isolated and alienated and he had a really, really hard time. It starts very early. Sandra mentioned that gender is pretty stable at four years old. It's stable not in the biological sense, it's stable in that you already have an awareness that you may be different and that your outlook is different. It's not very clear for anyone at the point, of course not. Moving along into the school system, these folks need an opportunity to feel like they have a place in the classroom, that they're recognized, that the families have resources. No one is indoctrinating. No one is forcing this book on people to read. This book is a resource that's available in the library if the parents so choose. This issue is about confusion. My experience as a counselor is that confusion is most often dispelled by conversation and by information. This book starts conversations. I would love to see teachers have the answers for the kids that might come up and ask that question, not the whole answer, but enough of the answer so that they don't feel isolated, that they feel heard and then let the parents handle the rest of the conversation. The people that this book is concerned with are not going to go away. You're not going to be able to erase them. They've been with us for centuries. God made them too. What's important here in America I think is that we find a way to live together and the diversity that exists within us all.

Jeff Costa of Rochester made the following statement:

My name is Jeff Costa, RMS graduate 2001. I enjoyed all my years coming to public school here. I'm not surprised you have low turnout at your meetings. I go to lots of public meetings. This is very boring. This is terrible, you should consider reorganizing yourselves. Also, as you read Sharon, if you appreciate the public's comment, doesn't matter which side of the aisle you're on, you would have voted to put this at the beginning of the meeting, prior to your votes, so you could hear constituents and how they feel. With that said, I have a few words. I'll speak loud, because Jason says that I need to have a loud voice, so I will have a loud voice. We have a young daughter who we are very excited to send to this school system. We bought a house in Rochester. We went to Rochester. We're excited to send our daughter here. Though there are options for schools and where we send our child, it is a shame that a parent needs to second-guess their public school system. It's a shame we have to sit for two hours to hear our voices heard. That is shameful to all of our elected people. Though our daughter is bright, she does not understand how the world works. She does not understand politics, and frankly, politics do not belong in elementary schools. Elementary schools are for reading, writing, learning math and for recess. They are to understand how to interact with their fellow peers. That is what elementary school is for, not for politics, not for divisiveness. I do believe that this is a home issue and it should be brought up in the home. I know that my wife and I are responsible for the upbringing of our child. And we take that seriously. That's why we are here. That's why we sat through a two hour long meeting to have our voice heard. That is why we elect our public officials. As the saying goes, it takes a village to raise a child. A child will spend between 16,000-18,000 hours of their time in school between Kindergarten and eighth grade. With this amount of time, it doesn't matter how loud my voice is. This responsibility of these hours falls upon this public, on this school system, upon our elected officials are part of our local village. I will end with this. Every person in this room, and Sharon since you are a history buff, you will appreciate this. Every person who is in Rochester, ever walked through Rochester, ever Native American who has ever sat here, falls into one of two groups. You either stand when you pee, or you sit when you pee, and that is a four year olds understanding of gender identity.

Jim Ramsay of Rochester stated the following:

I am a lifelong West Wareham/Rochester resident. My children attended this school and the high school. My youngest grandson is now in the Kindergarten program here. I firmly believe that school should be for learning. I have zero tolerance for bullying of any type, any person. I was bullied relentlessly as a child because I had braces. Back in the 70s, you had glasses or you had braces, you were not accepted. I had kids shooting paperclips with an elastic band at me until I learned to stick up for myself. I didn't want to go to school. I don't believe any child should be bullied for any reason. I also believe that it is the parents' job to deal with their children's problems in a way that they see fit. I do not believe in close-mindedness and God knows I am not the perfect parent. I believe the schools should be here to teach academics, to teach tolerance. I do not believe it is to teach physical differences in any way, shape or form. If we are all to be equal, then they're to be looked at as equal. I don't believe that children should be a Mr. Potato Head where you can plug in lips, eyes, nose, mouth and make them anything you want. I believe there should be a stringent set of rules and if there is problems after that, it's up to professionals. Teachers are not professionals. Librarians are not professionals. They look at a book and see if it has been approved by the Library Association and if it has been, we will put a check mark on it. If it hasn't been, it's out the door. It could be a great book. They don't use their own judgement. They use the pressure from other people and if it has that stamp on it. To me, that's wrong. If good books are being turned away because they don't have a stamp of approval from the Library Association then that's wrong to. There's been good books that have been presented to this committee that have been rejected. I'm sorry librarians are professionals at nothing. They got a job. They do not know more than parents do.

Amanda Costa of Rochester stated the following:

*As you know, I have a four-year-old daughter. I did write a letter to the board. I will be writing another one because I have some questions and I realize that is how to formally get answers pertaining to the knowledge that I am now taking on a new extracurricular activity of perusing the entire list of books in the library website. So in my free time, that will be fun. Some of the questions will be, what genre book was this book labeled as, where is it in the library. How are we policing the list that I would put together if my daughter came here of a restricted book list. Is it at the checkout counter, is it pulled out of her hands because she took it off the shelf, I would like to know what that would look like. I will submit that formally. I urge everyone to read this book. This was the book that was up for vote today that we didn't get to speak about beforehand. I urge you to read it and I urge you to read it through the lens of a four or five year old. I am going to read you two pages from the book *It Feels Good to Be Yourself: 'Whether you feel like a boy or a girl, both or neither, or if you describe yourself another way, this is your gender identity. Your gender identity might match what people thought you were when you were born, or it might not. See, when you were born, you couldn't tell people who you were or how you felt. They looked at you and made a guess. Maybe they got it right, maybe they got it wrong. What a baby's body looks like when they are born can be a clue to what the baby's gender will be, but not always.'* Thank you.*

Isabel Gomes McCann of Rochester stated the following:

I have had two children go through the Rochester school system. I don't have any expertise on education. I don't have expertise on psychology or mental health. I would like to clear up a couple of things. There is a difference between sex and gender. Someone bought up chromosomes. Let me tell you a little bit about my background. I come from a background of molecular biology. I actually worked on the very first automated DNA sequencer. My husband spent many years in Cambridge, Massachusetts working with people that were part of the human genome project. So one thing I do know, and one thing that came out of the human genome project is that genes, chromosomes all of that are very, very complicated which is why we have not come up with a cure for cancer yet. You might find the gene, but there different expressions and different ways of dealing with it and it might affect individuals differently. So if everyone would like to look up what the difference is between sex and gender, there's some really great explanations as to what they are. I also have a little bit of experience with negotiations so I really appreciate the desire that people have for compromise and that is absolutely what we need if we are going to get along. True compromise means that when you walk away from compromise, neither party is completely happy, but each party gets a little bit of what they want so you kind of prioritize what you want. What doesn't go well in negotiations is telling the other party that they are brainwashed, indoctrinated, that they're a ticking time bomb and as one person I heard declare back here 'this is sick'. That's a very hard place to come to, to negotiate in good faith efforts by both parties. That's all I wanted to say, thank you very much.

Kathy Rusinoski of Rochester stated the following:

I am a resident of Rochester and what I would like to know is do you give all the parents a handbook in the beginning of the school year? And in that handbook, do you have a list of the books that are in question or that have been brought up or some parents have contested? I think it's important for parents to know exactly what books they should be aware of that their children are going to be exposed to because the only way you can opt out your child is if you have an awareness. Most parents are unaware of the books. Parents today are very busy, running their daily lives, working to pay their taxes in Rochester, and they really don't have the time to come in if they have multiple children, it's very time consuming to come into the library and check the books. I think something that should be brought up at the next meeting is that a list of these books should be sent out to every single parent, and be sure that every parent gets it emailed or a hard copy or both. So if parents see these books and they have a question about these books, they can come in, review the books and then choose to opt out their child from being exposed to these books. Thank you.

Chairperson Hartley thanked the audience members and appreciates their time sitting at the meeting and the fact that they all care about this school and your own children. She added she knows that everyone sitting at the table and in the room all care deeply about the students that come to this school and about making sure that we can all work together to reach a great education and meet the needs of everybody. Thank you for your participation. Thank you for being a wonderful audience here tonight.

XII. Executive Session

Recommendation:

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

MOTION: Ms. Duggan to enter executive session at 8:29pm 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. Rounseville

MOTION PASSED (5:0)

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

MOTION: Ms. Duggan to exit executive session at 8:58pm only to return to regular session to adjourn

SECOND: Ms. Rounseville

MOTION PASSED (5:0)

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

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 9:00pm.

MOTION: by Ms. Duggan to adjourn at 9:00pm

SECONDED: Ms. Rounseville

MOTION PASSED (5:0)

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

REVISED 2.28.24

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

February 29, 2024 at 6:30 PM

ZOOM LINK:

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

Meeting ID: 968 1584 5547

Passcode: 146869

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

MEETING TO ORDER

PLEDGE OF ALLEGIANCE

RECOGNITION OF ACHIEVEMENT

I. Approval of Minutes

- A. Regular Session: January 25, 2024**
- B. Executive Session: January 25, 2024**
- C. Budget Subcommittee: February 12, 2024**

II. Consent Agenda

III. Agenda Items Pending

IV. General

- A. Appeal of Book**
- B. Approval of School Health Unit Application**
- C. Approval of READS Collaborative Agreement Amendment**
- D. Approval of Grant**
- E. Approval of Transportation Contract**
- F. Approval of Donation(s)**
- G. Public Comment Discussion**
- H. Responsive Classroom Fly Five Pilot Discussion**

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**
- 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: February 27, 2024
RE: Agenda Items

The following items are on the agenda for February 29, 2024.

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of January 25, 2024. Please refer to “RSC 02292024 January Regular Minutes”.

I.B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of January 25, 2024.

I.C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of February 12, 2024. Please refer to “RSC 02292024 February Budget Minutes”.

IV. General

A. Appeal of Book

Recommendation:

That the School Committee review and discuss an appeal of the book *It Feels Good to be Yourself* and render a decision. Please refer to “RSC 02292024 It Feels Good to be Yourself”.

B. Approval of School Health Unit Application

Recommendation:

That the School Committee discuss the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Ellen Murphy, RN, BSN, NCSN, School Nurse for Rochester Memorial School on behalf of the district. It has been endorsed and signed by the nurse, school physician Dr. Steven Mendes and Superintendent of Schools, Mr. Michael S. Nelson and it also needs the approval of the school committee. Please refer to “RSC 02292024 School Health Unit Application Guidance” and “RSC 02292024 School Health Unit Application Signature Page – Copy”.

C. Approval of READS Collaborative Agreement Amendment

Recommendation:

That the School Committee review the READS Collaborative Agreement Amendment. Please refer to “RSC 02292024 READS Collaborative Agreement Amendment”.

D. Approval of Grant

Recommendation:

That the School Committee review the FY2024 Safe and Supportive Schools Continuation Fund Code 337 in the amount of \$10,000. Please refer to “RSC 02292024 Safe and Supportive Schools Fund Code 337”.

E. Approval of Transportation Contract

Recommendation:

That the School Committee review the transportation contract for FY 2025-2027. Please refer to “RSC 02292024 Transportation Contract”.

F. Approval of Donation(s)

Recommendation:

That the School Committee review the following book donations from RMS PTO: *Let's Play!* By Henre Tullet, *The Big Cheese* by Jory John, *The Sour Grape* by John Jory, *I'm Not Sleepy! No Tengo Sueno!* By Angela Domiguez, *The Reflection in Me* by Marc Colagiovanni, *Me & Mama* by Cozbi Cabrera, *Buffalo Fluffalo* by Bess Kalb, *Chicken Little and the Very Long Race* by Sam Wedelich, *Noodle Conquers Comfy Mountain* by Jonathan Graziano, *Giraffe is Too Tall for This Book* by DK Ryand, *The One and Only Ruby* by Katherine Applegate, *Branches: Press Start! Book Series Super King Viking Land! (Book 13)* and

Super Game Book! (Book 14) by Thomas Flintham, *The Bad Guys Series – The Bad Guys in the Others?! (Book 16)* and *The Bad Guys in Let the Games Begin (Book 17)* by Aaron Blabey, *Unicorn Diaries Series The Glitter Bug (Book 9)* and *Bo and the Merbaby (Book 5)* by Rebecca Elliott, *The Last Comics on Earth #1* by Max Brallier, *The Last Kids on Earth and the Monster Dimension (Book 9)* by Max Brallier, *Wings of Fire – Winter Turning (Book 7)* by Tui T. Sutherland, *I Survived the Great Alaska Earthquake, 1964 (Book 23)* by Lauren Tarshis, *Cat Kid Comic Club Influencers (Book 5)* by Dav Pilkey, *The Kingfisher Science Encyclopedia 2024* by Charles Taylor, *Super Shark Encyclopedia and Other Creatures of the Deep* by Derek Harvey, *Baseball GOATS: The Greatest Athletes of All Time (Sports Illustrated Kids)* by Bruce Berrglund, *Basketball GOATS: The Greatest Athletes of All Time (Sports Illustrated Kids)* by Bruce Berrglund, *Football GOATS: The Greatest Athletes of All Time (Sports Illustrated Kids)* by Bruce Berrglund, *National Geographic Kids Bite, Sting, Kill! The Incredible Science of Toxins, Venom, Fangs and Stingers* by Julie Beer, *You Are a Star, Jane Goodall* by Dean Robbins and *Who is Simone Biles?* by Stefanie Loh. Please refer to “RSC 02292024 PTO Book Donation”.

G. Public Comment Discussion

Recommendation:

That the School Committee discuss public comment.

H. Responsive Classroom Fly Five Pilot Discussion

Recommendation:

That the School Committee discuss Responsive Classroom Fly Five Pilot.

V. New Business

B. Committee Reports

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 02292024 Financial Memo” and “RSC 02292024 FY 24 Financial Report – General Operating”.

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 02292024 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 02292024 Facilities Director Report”.

IX. Future Business

A. Timeline

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

Rochester School Committee

April 4, 2024 at Rochester Memorial School

Joint School Committee

March 28, 2024 at ORR Jr. High School

B. FUTURE AGENDA ITEMS

- Budget Approval Public Hearing (April)
- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Council Goals Update (June)
- Student Handbook (June)
- Approval of Leases (June)

XII. Executive Session

Recommendation:

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

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
January 25, 2024**

Regular meeting of the Rochester School Committee was held on Thursday, January 25, 2024 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), Katherine Duggan (in-person), Anne Fernandes (in-person), and Robin Rounseville (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); 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:

I. A. Approval of Minutes – Regular Session – December 14, 2023

Recommendation:

That the School Committee review and approve the minutes of December 14, 2023.

MOTION: by Ms. Rounseville to approve the Regular Meeting minutes of December 14, 2023 as presented

SECONDED: Ms. Duggan

OPPOSED: None MOTION

PASSED: 4:0

School Committee Discussion:

Ms. Fernandes referenced page two of the December minutes regarding Superintendent Nelson's comments about Fly Five being the most recent update to Responsive Classroom. She asked if he could explain more about Fly Five being piloted. Superintendent Nelson explained that an explicit social emotional curriculum needs to be explored for the elementary and secondary level as part of the strategic plan and the Superintendent's goals. He shared that last school year, Mr. Davidson began exploring different options for the district to utilize including Responsive Classroom's Fly Five. Administration heard presentations and Fly Five was endorsed as the most sensible for the elementary schools and the junior high school to consider a pilot. He added the Safe and Secure Grants that were approved by the four school committees aligned with this work being done and materials were secured for the elementary and junior high schools to pilot. At this point, it is about timing due to the current literacy initiative and administration recognizing this in order to prevent initiative fatigue. At some point, the team will pilot it in accordance to the district and Superintendent's approved goals, meaning; does it make sense for our districts, our staff unpacking it and using it and if the team ultimately does want to adopt it, it would come to the School Committee for formal adoption. Based on the timing and feedback he has heard and received from the teachers, literacy is the priority right now. Ms. Fernandes asked if Superintendent Nelson had given thought to what piloting may look like. He said no, the team was not there yet, but they would consider all options and work with the teachers and clinical staff as part of that conversation. Ms. Fernandes agreed that she is glad literacy is the current priority.

IV. General

A. FY25 Initial Draft Budget Discussion

Recommendation:

That the School Committee discuss the FY25 Budget.

Superintendent Nelson reviewed the current status of the FY25 Budget in which the state Governor's budget is expected to be released in the coming days. He explained that a budget subcommittee meeting will be called together in the near future and he also plans to set up a meeting with the town finance committee. Mr. Barber reviewed the current FY25 comparison to FY24 by department. He also discussed the possibility of putting transportation out to bid again in order to solicit more options as this is one of the main budget drivers this year.

School Committee Feedback:

Ms. Duggan mentioned that transportation was a major discussion at the MASC conference in November and many districts are also experiencing only one bid. She asked if anything is being done state wide regarding transportation. Mr. Barber explained that this part of the state has very few vendors and not all want to go out to bid. Superintendent Nelson confirmed that transportation is also a major topic with Superintendents in the area as well but there is not a solid solution at this point.

B. FY25 Initial School Choice Discussion

Recommendation:

That the School Committee discuss School Choice for FY25.

Superintendent Nelson remarked that last year there was a lot of discussion regarding school choice so this agenda item was to provide an earlier start to this topic. Chairperson Hartley added that this would be back on the agenda for the spring public hearing.

School Committee Feedback:

Ms. Rounseville asked if funding has increased at all. Superintendent Nelson confirmed there has been no increase and the district receives a \$5,000 reimbursement for school choice students. For special education services, a percentage is reimbursed to the district. Ms. Rounseville asked what the current per pupil cost to the district is. Mr. Barber said it is approximately \$17,000 per pupil. Ms. Duggan asked to confirm if Rochester participated in school choice, families would need to apply again at 7th grade. Superintendent Nelson confirmed yes, as ORR is a separate district. Any student selected into school choice can remain in school choice even if the town elected not to participate in school choice in the future.

Ms. Rounseville asked if all classrooms were currently being used. Interim Principal Letendre said there is only one open classroom and Superintendent Nelson added that some spaces are leased to outside organizations.

C. Approval of Grant(s)

Recommendation:

That the School Committee review Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant in the amount of \$8,731.

Superintendent Nelson explained that the Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant is to support schools and districts to implement IEP Improvement Project, with a strong emphasis on transitioning to utilization of the newly revised forms and processes.

School Committee Feedback:

Ms. Fernandes questioned if anyone from the district participated in the process of the new IEP. Superintendent Nelson stated he participated in a focus group early on because of his special education background. Ms. Lincoln explained that it is a Department of Education initiative but staff have attended their meetings and trainings throughout the process. The new IEP will begin during the 2024-2025 school year.

MOTION: by Ms. Duggan to approve the Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant in the amount of \$8,731 as presented

SECONDED: Ms. Fernandes

OPPOSED: None

MOTION PASSED: 4:0

Recommendation:

That the School Committee review Fund Code 125 Math Acceleration Academies Grant in the amount of \$50,000.

Superintendent Nelson explained that all four districts have received this competitive grant. The purpose of competitive grant Fund Code 125 Math Acceleration Academies is to fund the implementation of a specific strategic initiative, the Acceleration Academies, to help accelerate the learning of students most affected by the COVID-19 pandemic. Staff have already applied for the positions and are willing to work during school vacation. Parents and guardians have been notified and are able to sign-up for the February session.

School Committee Feedback:

Ms. Fernandes asked if there was data before and after the academies. Dr. Fedorowicz explained that this year there will be a pre and post assessment which teachers will use to target their instruction. Ms. Fernandes asked if this information is shared with families. Dr. Fedorowicz stated the information can be shared with families. Superintendent Nelson added that the data collection or assessments are not a requirement for this particular grant.

MOTION: by Ms. Rounseville to approve the Fund Code 125 Math Acceleration Academies Grant in the amount of \$50,000 as presented.

SECONDED: Ms. Fernandes

OPPOSED: None

MOTION PASSED: 4:0

IV. 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 \$297,236 available of the general funds appropriated in the 2024 Fiscal Year.

\$ 6,816,930 - General Funds Approved

\$ 6,519,694 – Obligations Paid Year to Date

\$ 297,236 - 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.

Ms. Rounseville asked how the fresh fruit and vegetable station was going. Ms. Letendre said kids are definitely participating in this station and they have a variety of fresh vegetables and fruits already cut and individually wrapped to choose from.

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:

- Conducted one snow and ice removal operation.
- Replaced energy heat recovery wheel and bearing in Annex Air RTU D3
- Replace compressors and VFD in Annex Air RTU A1
- Repaired electric door locking system on door #10.
- Conducted routine maintenance on all facility systems.

Superintendent Nelson added that Mr. Jones would like feedback from the school committee on the color for the trim on the outside front of the school. He has a contractor set up to do this during February vacation. It is currently white. The school committee discussed and prefers white or grey.

CHAIRPERSON'S REPORT:

Chairperson Hartley shared that she is starting to put together the Rochester School Committee's report for the town report and asked committee members to email her would any feedback or items to include and she is happy to do so.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson reminded the school committee that as of today, there is one make-up day at Rochester Memorial School only because of losing power that will need to be made up in June.

Dr. Fedorowicz discussed the following:

Math Acceleration Academy: Grant from the state designed to accelerate student learning through engaging, standards-aligned lessons that meet the specific academic needs of students participating in the program. Each Acceleration Academy focuses on a specific content area and students who attend an Academy receive the equivalent of approximately one extra month of learning in one week. Acceleration Academy classes can either provide students with targeted supports to master grade-level standards or provide accelerated learning opportunities for advanced learners.

February Break: (and April Break)

Dates: Tuesday, February 20 - Friday, February 23

Student Times: Student times: 8:00am - 2:00pm

Student Schedule:

- 4 hrs: math
- 1 hr: special (teacher prep)
- 30 min: lunch
- (2) 15 min: breaks

We are continuing with our monthly implementation meetings and data meetings to best support teachers in the rollout of

IntoReading which incorporates the Science of Reading. In visiting the meetings, the HILL training does a thorough job of answering questions and providing supports for teachers.

I am excited to announce we are having a Literacy Night on Wednesday, February 7th at 6pm. The snow date is Monday, February 12th. It will be located in the ORR Cafeteria and we will start with an overview presentation before visiting grade level tables with IntoReading resources and activities. You can read more about it in the Sunday SMOREs. We are looking forward to sharing our new curriculum with you.

We will have our next half PD day on Wednesday, January 31. The teachers will continue to focus on Science of Reading training. Our monthly Implementation PD with the HILL incorporates the Science of Reading into the new literacy curriculum implementation.

Our new teachers had a second 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.

Our next learning Walk is at the HS next week, which is the second LW for the HS. RMS had their last one in October and the second one is scheduled for February 8th.

On January 13th, some of our secondary students accompanied by Ms. Lauren Millette attended training again in Boston. We are continuing our work with Project 351 and are looking forward to expanding student leadership at the elementary levels.

Ms. Lincoln discussed the following:

We are resuming our Community Talk partnership with the SMEC collaborative. This will be our 7th talk in the series. On Monday January 29th Dr. Alex Hirschberg will be presenting "Practical Strategies for Managing Challenging Behaviors". It will be presented via zoom from 6:30-8pm. Information and the registration link have been provided via email and is on our website.

From our Early Childhood Programs

Kindergarten Information Night for the 24-25 school year on Tuesday, Jan. 30 from 6-7 p.m.

Incoming Kindergarten parents/guardians in the Marion, Rochester and Mattapoisett school districts are encouraged to attend the informational meetings for the 2024-2025 school year.

The Early Childhood/ Community Fair is currently scheduled for Saturday March 9, 2024 in the Old Rochester High School Gym.

As mentioned earlier in the meeting the IEP improvement project grant will be used to support implementation of this project for the 24-25 school year. These updates have been made to strengthen the current IEP process. The updates include but are not limited to increasing student voice in IEP development, reorganizing sections to present information more efficiently and strengthening transition information.

PRINCIPAL'S REPORTS

Ms. Letendre reported the following:

Holiday Concerts:

The RMS band, jazz band and chorus entertained our entire school community on Thursday, December 21st at 10:00 AM. Our musicians then presented for their families at 2:00 PM. This was a wonderful way to kick off the holiday season and our vacation week. Thank you to Mrs. Laprise, Ms. Audette, Mr. Silva (long term substitute), Mrs. Williamson and Mrs. Sparklin, accompanist.

Celebrations Committee:

The Celebrations Committee had a successful Holiday Sweater Contest with three winners voted by RMS faculty and staff. Winners of the sweater contest were: Ms. Higgins, Ms. Souza and Mrs. Cyr. Next Celebration's Committee Meeting is scheduled for January 24th.

Student Ambassadors:

RMS buzzed with excitement during our Spirit Week (December 18th-22nd). The Ambassadors organized a school-wide Spirit Week and we had great participation by faculty and staff

Project 351:

Students created their social scenarios for each grade level to problem solve. The influencers will visit each classroom and work with the different grade levels to help guide their peers in problem solving age appropriate issues that may arise. The goal is to complete this before February vacation.

Curriculum and Assessment Updates:

In STEM class, students worked with partners to code their robots to navigate an obstacle course. Students first needed to replicate the course to scale on their paper and then worked to write the code. Students then tested their work.

Mrs. Hemingway created various art lessons that related to art around the world. Each grade level was exposed to a different country and their art. Mrs. Hemingway worked to connect her art lessons with the social studies units in the upper grades.

Middle of the Year Assessments, Aimsweb Math & DIBELS, are taking place school-wide from January 11th and goes through February 2nd. Data meetings will take place after the testing window to identify instructional focus areas for all students.

School Council Meeting:

Tuesday, January 16th, 3:30-4:30 PM

Tuesday, January 30th, 3:30-4:30 PM

Nature's Classroom Information:

Wednesday, January 24th at 2:00 PM for 5th grade students. Then, at 6:30 PM for 5th grade families

Incoming Kindergarten Informational Night:

Tuesday, January 30th 6:00-7:00 PM at RMS

Professional Development Day: Wednesday, January 31st - Early Release Day

Upcoming Dates:

Staff Meeting: Wednesday, February 7th

PTO Meeting: Tuesday, February 13th at 3:10 PM

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – no report.
2. ORR District School Committee – no report.
3. SMEC – Ms. Fernandes reported the next meeting is January 30th.
4. READS – Superintendent Nelson reported they last met on January 18th and reviewed minutes, reports and the initial FY25 budget presentation. Ms. Fernandes asked if READS has their own transportation. Superintendent Nelson confirmed they do have their own vans.
5. Tri-Town Education Foundation Fund – No report.
6. Early Childhood Council – Ms. Duggan reported was supposed to meet yesterday, January 24, but the meeting was ultimately postponed to January 31, 2024.
7. Policy Subcommittee – Ms. Duggan reported they last met on December 21, 2023 and reviewed a large number of policy revisions and voted to advance the following Policy Recommendations to the Joint School Committee for consideration at its 1/29/24 meeting. Details on what changes are being recommended can be found in the meeting materials for that upcoming meeting on the ORR school committee website, as there was a mix of policies with only slight revisions as well as some brand new policies.

Policies that contain revisions are:

ACAB – Sexual Harassment
ACAB-R Grievance Procedure for Complaints of Sexual Harassment
AC-R Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation
BEDH Public Comment At School Committee Meetings
BHE Use of Electronic Messaging by School Committee Members
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
EEA Student Transportation Services
EFC Universal Free School Meals
EFD School Nutrition Program Charge Policy
IGA/IGD Curriculum Development And Adoption
IHAMA Parental Notification Relative to Sex Education
IHBA Student Services Program
IHBD Compensatory Education
IHBG Homebound Instruction
IHBG Home Schooling
IJOA Field Trips
ILD Student Submission to Educational Surveys and Research
IMB Teaching About Controversial Issues/Controversial Speakers
IMG Animals In School
IMGA Service Animals In School
JEA Kindergarten Entrance Age
JEB Entrance Age

JIC Student Discipline
JJE Student Fund-Raising Activities

New Policies recommended for adoption are:

EFE Civil Rights Complaint Policy for Child Nutrition Programs
EHAA District Security Relating To Technology
EHB Data and Records Retention
GBEE Personnel Use of Technology
JICJ Student Use of Technology in School
KDC Community Use of Digital Resources
KDCB District Website and Social Media

Policies that were recommended to be removed are:

IE Organization Of Instruction
IHAI Career & College Education
IHBHE-E Remote Learning Addendum
IL Evaluation Of Instructional Programs
IMA Teaching Activities/Presentations
JP Student Gifts and Solicitations

The last item that was discussed at this meeting was a proposed policy change submitted by two members of the community for policy IJJ/IJK/IJKA/IJL/IJM Selection Policy for Instructional Materials and Programs. During the subcommittee's discussion, there were concerns about the origins of this proposed language, acknowledgement that this policy had been reviewed and approved within the last year, and a lack of reasoning for why the current policy is not meeting the needs of the students, schools, families, and community. The policy subcommittee then voted unanimously to keep the current version of policy IJJ/IJK/IJKA/IJL/IJM.

The Policy Subcommittee will next meet February 1, 2024.

8. Equity Subcommittee – no report.

IX. Future Business

A. Timeline

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

Rochester School Committee

February 29, 2024 at 6:30pm
Hybrid Format

Joint School Committee

January 29, 2024 at 6:30pm
Hybrid Format

B. FUTURE AGENDA ITEMS

- Approval of Chairperson's Annual Report (February)
- 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

Recommendation:

That the School Committee review the SMEC Annual Report for FY23.

XII. Executive Session

Recommendation:

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

MOTION: Ms. Rounseville to enter executive session at 7:39pm 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. Duggan

MOTION PASSED (4:0)

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

MOTION: Ms. Duggan to exit executive session at 9:17pm to return to the regular meeting only to adjourn.

SECOND: Ms. Rounseville

MOTION PASSED (4:0)

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

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 9:18pm.

MOTION: by Ms. Duggan to adjourn at 9:18pm

SECONDED: Ms. Rounseville

OPPOSED: None

MOTION PASSED: 4:0

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
February 12, 2024 at 5:00 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), Jason Chisholm (remote), Katherine Duggan (in-person) and Anne Fernandes (in-person).

ABSENT: None

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, and Heidi Letendre, Interim Principal.

Chairperson Hartley called the meeting to order at 5:07 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson opened the meeting with an overview of the major impact of the fiscal year 2025 proposed budget increase at 6.63% because of the increase in the costs of transportation, student service, facilities and union contractual obligations. Mr. Barber explained the transportation cost increases based on the posted busing contracts in the current bidding process. Mr. Barber explained that this proposed budget is a level service budget.

School committee members discussed the presented changes to the level service budget. Superintendent Nelson recommended that the school committee determine a time to meet with Town Officials to discuss the draft fiscal year 2025 budget prior to the public budget hearing.

Meeting was adjourned at 5:59 p.m.

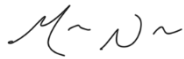
Motion by Ms. Rounseville

Motion Seconded by Ms. Duggan

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

Motion Passed 5-0

Respectfully submitted,



Michael S. Nelson
Superintendent of Schools



Response: Superintendent Level Appeal

Sandra Bock [REDACTED]
To: Melissa Wilcox <melissawilcox@oldrochester.org>

Thu, Feb 22, 2024 at 1:31 PM

Hello,
Yes, I would like to appeal to the school committee for their review and to take the book out of the library at RMS.
Hopefully, I can appeal at the February 29th meeting.
Thank you for your time.
Sandy Bock

Sent from my iPhone

On Feb 22, 2024, at 11:09 AM, Melissa Wilcox <melissawilcox@oldrochester.org> wrote:

[Quoted text hidden]



Response: Superintendent Level Appeal

Michael S. Nelson <mikenelson@oldrochester.org>

Thu, Feb 22, 2024 at 11:03 AM

To: Sandra Bock [REDACTED]

Cc: Melissa Wilcox <melissawilcox@oldrochester.org>

Dear Ms. Bock,

First and foremost, it was a pleasure formally meeting you recently.

As you know, the District received your Citizen's Request for Review of a Book or Curriculum Material form related to the book *It Feels Good to Be Yourself*, by Theresa Thorn. This book is currently in the school library.

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

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

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

Please accept this correspondence as my written response to uphold the Standards Committee decision to keep the book, *It Feels Good to Be Yourself*, in the school library.

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

Thank you and take care.

Respectfully,

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

#WEareOR



Book Review Decision

Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>
To: Melissa Wilcox <melissawilcox@oldrochester.org>

Mon, Feb 12, 2024 at 10:31 AM

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

From: **Sandra Bock** [REDACTED]
Date: Fri, Feb 2, 2024 at 8:01 PM
Subject: Re: Book Review Decision
To: Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>
Cc: Sharon Hartley <Sharonhartley@oldrochester.org>, Heidi Letendre <heidiletendre@oldrochester.org>, Sandra Sollauer <sandrasollauer@oldrochester.org>

Hello,
This is a disappointment. I would like to appeal to Mr. Nelson for his view.
Sandra Bock

Sent from my iPhone

On Feb 2, 2024, at 3:28 PM, Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org> wrote:

[Quoted text hidden]

[Quoted text hidden]

2 attachments



It Feels Good To Be Yourself Citizen Concern Form.pdf
720K



It Feels Good To Be Yourself Standards Committee Report.pdf
3078K



Book Review Decision

1 message

Sharlene Fedorowicz <sharlenefedorowicz@oldrochester.org>

Fri, Feb 2, 2024 at 3:28 PM

To: Sandra Bock [REDACTED]

Cc: Sharon Hartley <sharonhartley@oldrochester.org>, Heidi Letendre <heidiletendre@oldrochester.org>, Sandra Sollauer <sandrasollauer@oldrochester.org>

Bcc: melissawilcox@oldrochester.org

Hello Ms. Boch,

Thank you for taking the time to review the book, *It Feels Good To Be Yourself*, and sending the Citizen's Request for Review of a Book or Curriculum Material to the Standards Committee (Policy IJ-R). The Standards Committee met with you on January 26, 2024 to hear concerns and feedback regarding the book, as well as utilized the Criteria for Selection of Library Materials rubric found in Policy IJ-R along with The Library Bill of Rights of the American Library Association to make a decision as to whether the book remains in the library or is removed.

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

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

Thank you for taking the time to review the book.

--

Respectfully,

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching & Learning

Old Rochester Regional School District and MA Superintendency Union #55


Phone: 508-758-2772

Email: sharifedorowicz@oldrochester.org

(She/Her/Hers)

#WEareOR

2 attachments

 **It Feels Good To Be Yourself Citizen Concern Form.pdf**
720K

 **It Feels Good To Be Yourself Standards Committee Report.pdf**
3078K



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

www.olderochester.org

Phone: 508-758-2772

Fax: 508-758-2802

Michael S. Nelson, M.Ed.

Superintendent of Schools

Sharlene Fedorowicz, Ph.D

Assistant Superintendent of Teaching & Learning

Howard Barber, CPA, SFO, MCPPO

Assistant Superintendent of Finance & Operations

Kristine Lincoln, M.Ed.

Interim Director of Student Services

Review of Library or Instructional Materials Committee Report

Title	It Feels Good To Be Yourself
Author/Producer	Theresa Thorn

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

- Yes
- No If no, please explain why.

Yes, all Standards Committee members have fully read the book

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

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

Reviews & Awards:

Booklist starred, 04/15/19
Kirkus Reviews starred, 03/15/19
Publishers Weekly starred, 04/01/19
School Library Journal Xpress starred, 08/16/19

Reviews:

School Library Journal Xpress (August 16, 2019)

K-Gr 2-This elegant picture book is a welcome addition to the world of LGBTQ+ publications for young readers. Thorn explains the concepts of cisgender, transgender, and non-binary in simple, accessible language. Thorn depicts each of these gender identities with realistically diverse examples, including a non-binary child who identifies as both a boy and a girl and a non-binary

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

child who identifies as neither. When Ruthie, a transgender girl, tells her family that she is really a girl, they hug her. The text below the heartwarming illustration says: "Oops! Ruthie was a girl all along—they just didn't know it at first." The well-written story is enhanced by illustrations rendered in watercolor, gouache, and ink. Grigni seizes every opportunity for detail and uses colors that are vibrant and summery with jewel-toned greens, teals, magentas, and purples. A glossary expands on some of the terms explained throughout the book and brings in new ones, such as sex assigned at birth and intersex. The author includes a note about pronouns and resources for kids and adults. **VERDICT** With its captivating illustrations and simple language with word repetition, this book would be an exceptional read-aloud for classrooms or storytime, or for an adult reading one-on-one with a child. A must-have for all libraries serving children.—Shira Pilarski, Farmington Community Library, MI © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Publishers Weekly (April 1, 2019)

Thorn offers an inclusive primer about gender that integrates vocabulary words and definitions into the text ("Non-binary is a helpful word that can describe a kid who doesn't feel exactly like a boy or a girl"). Illustrations feature gender-expansive individuals going to school, making art, and spending time with family, normalizing the expressions. With heavy lines and textured forms, the images by #OwnVoices illustrator Grigni are a blend of jewel-toned shapes with textured lines reminiscent of block prints. The spirit of free expression and creativity infuses every spread of this inclusive exploration. Ages 4-8. (May) © Copyright PWxyz, LLC. All rights reserved.

Kirkus Reviews starred (March 15, 2019)

This expansive, straightforward framing of gender emphasizes curiosity, joy, and positive self-expression. In Thorn's uplifting picture-book debut, young readers meet four children: Ruthie, a thin, transgender girl with light brown skin; Xavier, Ruthie's cisgender brother, who also has brown skin; Alex, a pale-skinned, round-bodied kid who is "both a boy and a girl"; and JJ, a brown-skinned child who uses a wheelchair and who is "neither a boy nor a girl." Through plain, intentional language, Thorn normalizes each child's gender identity and skillfully introduces the multifaceted concept of nonbinary gender: "Just like there are many different ways to be a boy or a girl, there are many different ways to be non-binary—too many to fit in a book!" As the main characters move through their vibrant neighborhood, families and children are portrayed with a prismatic array of gender expressions, skin colors, and physical features. Nonbinary illustrator Grigni's full-bleed images are magical in their jewel-toned palette. Among gender-centered picture books, this one stands out for its dazzling #ownvoices art and its simple yet nuanced phrasing—particularly when Ruthie shares her true gender with her family, and her parents (an interracial couple) respond with a loving group hug. "Oops! Ruthie was a girl all along—they just didn't know it at first." Giving kids and adults a hopeful model for discussing (and embracing) one another's gender is just one of the gifts offered by this valuable narrative. Exceptional. (glossary, resources, note on pronouns, author's note, illustrator's note) (Picture book. 3-9)

Horn Book Guide (Fall 2019)

Written by the parent of a transgender child and illustrated by a nonbinary artist, this book has an unapologetic agenda and will be most welcomed by grownups looking for a primer on beyond-the-binary gender identities. Grigni's fanciful mixed-media illustrations celebrate the various identities introduced in the clear if purposeful text. Notes on pronouns and from the creators are appended. Reading list, websites. Glos.

Booklist starred (April 15, 2019 (Vol. 115, No. 16))

Grades 1-3. Ruthie, a transgender girl, and her cisgender brother, Xavier, are the first two characters readers meet in this ambitious book for the youngest readers about gender identity.

Next up is Alex, who is both a boy and a girl; and here comes JJ, who is neither. Together, these four kids epitomize the sometimes bewildering multiplicity of gender identities kids may encounter in their real lives, for, as Thorn writes, "There are a never-ending number of ways to be yourself in the world." Thorn does a generally good job of dealing with these, er, thorny concepts, though—for full clarity—the book begs adult involvement in the reading experience. The adults will be helped by the presence of an appended glossary, an additional resource list, and a note on pronouns; speaking of which, the character JJ employs the gender-nonspecific they and them. Grigni's boldly outlined but rather flat pictures—executed in watercolor, gouache, and ink—will help kids conceptualize the terms they're encountering. The illustrators also expand the text by depicting gay and lesbian characters, boys wearing skirts, mixed-race couples, a character in a wheelchair, and an assortment of races and ethnicities. Obviously, as the song has it, we're living in a big, wide wonderful world. And this book is a welcome addition to it, as it fills a large gap in the literature.

Book Accessioned on: 9/26/22

Questioner Justification and comments responding to the specific complaint:

Throughout "**It Feels Good To Be Yourself**" there is confusing doctrine aimed at children ages 4+ concerning gender identity. As cited, "Some people are boys. Some people are girls. Some people are both, neither, or somewhere in between." Children will heighten their confusion and will betray their body images through "their guesses", as stated in the book, as to what sex they were born with. The book states family and others "guessed" the child's sex at birth or as a baby. This cites betrayal of family. This book should not be in an elementary school library or classroom. Maturation levels for elementary students cannot understand or internalize this propaganda or specific vocabulary used to instruct young minds. There is no value, in my opinion, of this book in a school setting. This belongs in a counselor setting, if the need arises. Again, this book overwhelms and confuses children about who they are. As an educator, I reviewed every page, word for word, each illustration, including the glossary and page on preferred pronouns. I examined each illustration and text through a child's eye. A lot of review and literary criticism has been on many targeted gender ideology pertaining to minors within the school. The theme of this book is indoctrination of young impressionable minds with gender ideology. I would like "**It Feels Good To Be Yourself**" to be withdrawn from all students as well as from all children in a school setting. In place of "**It Feels Good To Be Yourself**", focus can be helpful if books like "The Junkyard Wonders" by Patricia Polacco are in celebration of the diversity of a child's character and abilities.

The Standards Committee met with Ms. Bock on 1/26/24 @1pm to hear her concerns regarding the book in question, **It Feels Good To Be Yourself**. The Standards Committee heard and received the following statement from Ms. Bock:

If indoctrination is a matter of teaching ideology, it's wrong when it misleads students. As cited in "It Feels Good to Be Yourself" by Theresa Thorn, children are subjected to confusion when misleading them that there are more than two biological genders, a fact. The book states family and others "guessed" the child's

sex at birth or as a baby. Kids who have a weak sense of identity tend to be more likely and therefore more successfully brainwashed. This indoctrinated thinking is stated throughout the book until there is acceptance of it without question. By age 4, cited by Jason Rafferty MD, MPH, EdM, FAAP in healthychildren.org, "most children have a stable sense of their gender identity". Family values are the influencers, not educators, administrators, or librarians for elementary aged children. By using this book and teaching gender identity in elementary school, traditional family structures are diminished and confusion ensues. Young impressionable minds become targets with something they are not equipped for because of their maturational levels. According to the doe.mass.edu, "the responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with a parent". Using books in elementary schools to teach about .06% of the population (13-17 year olds) who experience gender identity dysphoria is not appropriate for the majority of the students who do not experience this confusion, nor are the educators, administration, or librarians licensed to administer this ideology. Teaching acceptance of all, not explaining the difference when maturation level is not ready is key.

When evaluating instructional resources, consideration of material should not discriminate or stereotype on the basis of, for example: race, color, gender identity, age, disability, etc., but what about the discrimination of the child that does not belong in the identified groups, aren't they being discriminated against? These children are who people should advocate for, the forgotten population. Examples of public indoctrination of children include sex education curricula that teach gender stereotypes. Family structure and that culture is where instruction should take place not in an elementary school. Elementary children identified by family should consult with a pediatrician, it is not a school issue. Discretion and privacy to family and student, not a class lesson using books like this, should be the way to handle this situation.

Delight in the way God made that child. Delight in who you are. Schools should highlight acceptance of all by using literature materials like "Junkyard Wonders" by Patricia Polacco. You do not need to highlight differences; children are accepting of all. Discrimination is taught. Facts should be taught in later grades of school, like chromosomal differences between a boy and a girl, you either have XX or XY chromosomes, girls are girls, boys are boys. You can want to change, but it is not possible even through surgery, drugs or wishing it. God mapped out a girl to be a girl with her chromosomes, plain and simple. Don't confuse young children with believing they can change that fact. Books like "It Feels Good to be Yourself" does just that, confuse young minds.

What I ask of you to consider is to limit access to his book to children in the library. Consider compromise in keeping this book behind the scenes or in your adjustment counselor's office for use. Consider elementary children's maturational levels and eliminate confusion on a sensitive topic not belonging in

an elementary school setting where educators are not licensed to offer answers to questioning by young children.

After listening at last night's school committee meeting at RMS, the promise of an upcoming Responsive Classroom pilot was discussed. That program is wonderful in which I used for over 10 years in my classrooms. Social emotional age-appropriate instruction is key to contributing to the socialization of society through acceptance and how to move forward together in a productive society. Responsive Classroom gives children the tools to do just that. It is not divisive and isolating.

In conclusion, I would like to thank the RMS school committee for accepting books at their December meeting donated by the PTO. These books were accepted without reserve or hesitation because they were vetted to be age appropriate. They also provided fiction and the use of their imaginations, not focused on adult issues concerning the world today, there is plenty of time for that in today's world.

Review Committee recommendation:

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

Each member of the Standard Committee read **It Feels Good To Be Yourself** in full and met with Ms. Bock regarding her concerns about the book. Upon review of the book and concerns, and following the policy and Criteria for Selection of Library Materials, the Standards Committee deems this book valuable and beneficial for the students. The author of **It Feels Good To Be Yourself** made a connection to the reader to feel the dilemma and uncertainty related to gender identity.

The book **It Feels Good To Be Yourself** is a resource for students who are exploring their own gender identity that can not find similar representation in other sources. Some students may not be interested, but it is made available for students that do need a reference.

This book **It Feels Good To Be Yourself** as well as many other books does contain visuals or descriptions and provides resources for students that can identify with themselves. However, this book may be uncomfortable for individuals to read that are not of the same questioning.

Policies are followed by the school district and should a parent/caregiver not want their child to read a particular book, they can allow their student not to check out the book. **It Feels Good To**

Be Yourself is available for students but not required so it provides for a diverse group of students and is either age appropriate and/or relevant.

The Standards Committee used the Criteria for Selection of Library Materials rubric to review **It Feels Good To Be Yourself** and unanimously agrees as a committee that **It Feels Good To Be Yourself** meets the rubric standards. It also adheres to the Library Bill of Rights.

CRITERIA FOR SELECTION OF LIBRARY MATERIALS

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

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.

AFHL 512 SS

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).

AFHL 512 SS

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.

AFHL 512 SS

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

AFHL 512 SS

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

N/A 512

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

AFHL 512 SS

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

AFHL 512 SS

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

AFHL 512 SS

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.

AFHL 512 SS

10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.

AFHL 512 SS

Signature Page

Date reviewed by committee: 1/26/24 @ 1pm virtual

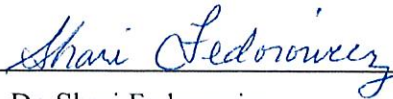
Standards Committee Members Present:

Ms. Sharon Hartley, Rochester Memorial School Committee Member
Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning
Ms. Heidi Letendre, Interim Principal, Rochester Memorial School
Ms. Sandra Sollauer, Rochester Memorial School Librarian

Signatures of Standards Committee Members:



Ms. Sharon Hartley
Rochester Memorial School Committee
Member



Dr. Shari Fedorowicz
Assistant Superintendent of Teaching & Learning



Ms. Heidi Letendre
Interim School Principal, Rochester Memorial
School



Ms. Sandra Sollauer
School Librarian, Rochester Memorial School

Author/Producer *Theresa Thynn* Type of Material *Book*
Title *"It Feels Good To Be Yourself"*
Publisher (if known)
Request Initiated By *Sandra Bock*
Telephone [REDACTED]
Address [REDACTED]
Town *Rochester*
Request represents:

Oneself

Name Organization

Identify Other Group _____

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

Throughout this book there is confusing doctrine aimed at children ages 4+ concerning gender identity. As cited "Some people are boys. Some people are girls. Some people are both, neither, or somewhere in between."

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

Children will heighten their confusion and will betray their body images through "their guesses" as stated in the book, as to what sex they were born with. The book states families and others "guessed" the child's sex at birth or as a baby. This cites betrayal of family.

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

This book should not be in an elementary school library or classroom. Maturation levels for elementary students cannot understand or internalize this propaganda or specific vocabulary used to instruct young minds.

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

There is no value, in my opinion, of this book in a school setting. This belongs in a counselor setting, if the need arises. Again, this book overwhelms and confuses children about who they are.

5. Did you review the entire curriculum material/book? What parts?

As an educator, I reviewed every page, word for word, each illustration, including the glossary and page on preferred pronouns. I examined each illustration and text through a child's eye.

A lot of review and literary criticism has been on many targeted gender ideology pertaining to minors within school.

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

The theme of this book is indoctrination of young impressionable minds with gender ideology.

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

Do not assign to my child

✓ Withdraw it from all students as well as from ^{all} my child ~~in~~ in a school setting.

Send it back for reevaluation

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

Focus can be helpful if books like "The Junkyard Wonders" by Patricia Polacco are in celebration of diversity of the child's character and abilities

Sandra J. Boek

Signature of Person Requesting Review

Date

12/13/2023

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

Approved at the Joint School Committee Meeting of October 25, 2012. Source:
Adopted by the Old Rochester Regional School District/Massachusetts
Superintendency Union #55 on November 26, 1979

Massachusetts Department of Public Health

School Health Services Unit

Medication Administration and Epinephrine Training Registration Guidance Document

All primary and secondary public school districts and non-public schools in the Commonwealth are required to comply with [M.G.L. 94C: The Controlled Substances Act](#) and [105 CMR 210.000: The Administration of Prescription Medications in Public and Private Schools](#). Only licensed healthcare professionals may administer prescription medications in Massachusetts primary and secondary schools/districts **unless** the school/school district completes the application for the delegation of administration of medications to unlicensed personnel and/or the application for training on administration of epinephrine by auto-injector by unlicensed school personnel.

This Guidance details the process by which primary and secondary public school districts and non-public schools in the Commonwealth can apply for authorization to allow a school nurse to delegate the administration of prescription medications to unlicensed school personnel. This Guidance also details the process by which primary and secondary public school districts and non-public schools in the Commonwealth can apply to train their staff on the administration of epinephrine by autoinjector.

All primary and secondary schools/districts delegating medications, or training unlicensed personnel to administer epinephrine via auto-injector, or that have stock medications, must obtain a Massachusetts Controlled Substance Registration (MCSR) from the Massachusetts Department of Public Health (MDPH) School Health Unit (SHU). This process is explained in this guidance document.

While 105 CMR 210.000 allows a school committee or board of trustees, in consultation with the board of health, to seek authorization from MDPH SHU to delegate administration of prescription medications to unlicensed school employees, delegation to unlicensed school personnel is not intended to take the place of a school nurse but rather intended to add flexibility to the nurse's daily practice. 105 CMR 210.000 still requires that *"The School Committee or Board of Trustees, in consultation with the Board of Health where appropriate, shall provide assurance that sufficient school nurse(s) are available to provide proper supervision of unlicensed school personnel."*

The 1998 legislative report *Options for Developing School Health Services in Massachusetts* recommended the school nurse to student ratio be 1.0 fulltime equivalent (FTE) professional school nurse (RN) in each building with 250 to 500 students. In buildings with more than 500 students, an additional 0.1 FTE is recommended for each additional 50 students. For buildings with fewer than 250 students, the recommended ratio is 0.1 FTE: 25 students.

In addition to these guidelines, the MDPH SHU recommends that a needs assessment be completed with attention paid to those children with special health care needs, as well as emergency response time for each building. If an application indicates that the nurse to student ratios for any building are greater than 1:750, a letter will be emailed to the school/district noting that the ratios are above recommended levels, and the MDPH SHU reserves the right to deny the application for medication delegation. **Note:** Any school building with less than 1 FTE RN that intends to delegate medications must have an RN on-call via telephone while school is in session and the nurse is not physically present.

Registration Instructions for Medication Delegation & Epinephrine Training

- ☐ Fill out the **Staffing Spreadsheet**. Please only include healthcare professionals working in the school health office. Healthcare professionals assigned to an individual student or specific classroom should not be included in the staffing spreadsheet.
- ☐ Meet with the signatories review the school/district policies regarding health services, medication administration, and/or epinephrine training at least every other year. All signatories must sign the **Signature Page** annually. Signatures can be scanned and emailed or be an electronic signature (typed signatures will not be accepted).
- ☐ Obtain certificates of attendance from the two mandatory BU SHIELD courses, [*Medication Administration in a School Setting: School Nurse Practice in Massachusetts*](#) and [*Medication Administration in Schools: What School Nurse Managers Need to Know*](#). Both classes need to be taken every three years.
- ☐ Log onto <https://healthprofessionlicensing.mass.gov/> to submit the staffing/building profile, signature page, and the BU SHIELD certificates. Follow the prompts on the website until the application is fully submitted. If you need assistance with the website please email licensing.helpdesk@mass.gov or call the Help Desk at (617) 973-0935.
- ☐ The school/school district's registration expires one year (365 days) from the date on the MCSR. Districts/schools can renew the registration up to 90 days prior to the expiration date.

Key Points for Registering for Medication Delegation & Epinephrine Training

- 1) The Medication Manager (the Medication Manager must be a Registered Nurse in the Commonwealth of Massachusetts) is legally responsible for the management of the medication administration and/or epinephrine training program.
- 2) All registrations must be submitted annually and will expire one year (365 days) from the date on the MCSR. Please note the date your application was approved so that your ability to delegate does not lapse.
- 3) The primary or secondary school/district must have policies for handling, storage, delegation, and disposal of prescription medications and these policies must comply with the laws of the Commonwealth and the regulation 105 CMR 210. The written policies can be requested by MDPH SHU at any time.
- 4) If a primary or secondary school district/school opts to **not** delegate prescription medications to unlicensed personnel, and only practices direct administration by a licensed healthcare professional, registration with the MDPH SHU and a MCSR is not necessary. The handling, storage, administration, and disposal of medications will occur under the license of a healthcare professional.
 - a. A primary or secondary school district/school who is not registered for medication delegation must apply to MDPH SHU for registration to train unlicensed staff to administer epinephrine.
 - b. The storage of any stock medication to be administered by a licensed healthcare professional does require a MCSR through the MDPH SHU.

OPTIONAL Back-Up Medication Manager (RN)

School districts/schools have an option to submit a back-up Medication Manager (RN) with their medication delegation registration application. In the event the primary Medication Manager (RN) leaves their position, or steps down from this registration, the back-up Medication Manager (RN) on this application can immediately fill in as the primary Medication Manager (RN), without lapse of registration. In the event there is no back-up Medication Manager (RN), or the back-up Medication Manager (RN) does not confirm their intention to become the primary Medication Manager (RN) within seven business days, the school district/school's registration will be null and void and the school district/school cannot delegate medication to unlicensed school staff.

- a. The optional back-up Medication Manager (RN) must complete both Medication Administration in a School Setting: School Nurse Practice in Massachusetts and Medication Administration in Schools: What School Nurse Managers Need to Know and submit the certificates with the application. Both classes need to be taken every three years.
- b. The optional back-up Medication Manager (RN) must be a Registered Nurse in the Commonwealth of Massachusetts.
- c. When the primary Medication Manager (RN) leaves their position, they must inform the MDPH School Health Unit via email at medication.delegation@mass.gov.

**Massachusetts Department of Public Health School Health Unit and
Massachusetts Controlled Substance Registration (MCSR) Signature Page**

I hereby attest that as the **School Nurse Manager (RN)**, I have completed this application and understand my roles as manager and supervisor of the medication storage, handling and delegation program in the applicant school system / school. I will act as the Massachusetts Department of Public Health contact on all matters relating to the administration of medications in the school setting. I have developed and/or reviewed the policies and procedures in compliance with regulations 105 CMR 210.000 in consultation with the school physician and have recommended to the School Committee/Board of Trustees adoption of the policies.

<u>Ellen M. Murphy RN, BSN, NCSN</u> Medication Manager (RN) (Signature/Credentials)	<u>Ellen M. Murphy</u> Medication Manager (RN) (Please Print)	<u>1/24/2024</u> Date
<u>Rochester Memorial School 116 Pine St.</u> School Name and Address of Medication Manager (RN)	<u>Rochester</u> City	<u>MA</u> State
		<u>02770</u> Zip Code
<u>508-763-2049 x 209</u> Telephone Number	<u>ellenmurphy@oldrochester.org</u> E-mail Address	 RN License Number

I hereby attest that as **School Physician (MD)**, I have consulted with the Medication Manager (RN) in the preparation of this application. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Board of Trustees adoption of the policies.

<u>[Signature] (Steve Mendes, MD)</u> School Physician (MD) (Signature)	<u>Steve F. Mendes, MD</u> School Physician (MD) (Please Print)	<u>1/27/24</u> Date
--	--	------------------------

COPY

I hereby attest that as **Superintendent of Schools or Administrator of the School**, I agree with the intent of the regulations and with the policies as specified in this application. I thus acknowledge the Medication Manager (RN) management role and responsibility as defined in regulations 105 CMR 210.000. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Board of Trustees adoption of the policies.

<u>[Signature]</u> Superintendent of Schools or Administrator of School (Signature)	<u>Michael S. Nelson</u> Superintendent of Schools or Administrator of School (Please Print)	<u>01/29/2024</u> Date
---	--	---------------------------

I hereby attest that as **Chair, School Committee or Chair, Board of Trustees**, the Committee/Board has agreed to adopt the policies and procedures governing the administration of prescription medications as defined by statute and regulation (M.G.L. 94C and 105 CMR 210.000). The School Committee/Board of Trustees has approved the categories of unlicensed personnel who may administer prescription medications and understands the Medication Manager (RN) role as manager of the medication program in the school.

 Chair, School Committee or Chair, Board of Trustees (Signature)	 Chair, School Committee or Chair, Board of Trustees (Please Print)	 Date
--	---	----------



READS Collaborative

105 East Grove St., Middleboro, MA 02346

REGIONAL EDUCATIONAL ASSESSMENT AND DIAGNOSTIC SERVICES (READS) COLLABORATIVE AGREEMENT

Pursuant to M.G.L. c. 40, § 4E.

PREAMBLE / AUTHORIZATION

This document constitutes the Collaborative Agreement (herein, “Agreement”) of the Regional Educational Assessment and Diagnostic Services (READS) Collaborative (herein, “the Collaborative”), established pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. This Agreement shall be effective upon approval by the Massachusetts Board of Elementary and Secondary Education (hereinafter “BESE”).

This Agreement replaces the original Agreement dated December 15, 1987, as most recently amended on **July 1, 2023**, entered into by and between the school committees listed in Section I (herein, the “Member Districts”) and will be effective upon the approval of the Member Districts and the BESE as indicated on the signatory page.

SECTION I: MEMBERSHIP

The membership of READS Collaborative, as of the effective date of this Agreement, includes the school committees from the following districts (herein after “Member Districts”), as indicated by the signatures of the chairs of the school committees:

1. School Committee for the Abington Public Schools
2. School Committee for the Acushnet Public Schools
3. School Committee for the Berkley Public Schools
4. School Committee for the Bridgewater-Raynham Regional School District
5. School Committee for the Bristol-Plymouth Regional Technical School District
6. **School Committee for the Brockton Public Schools**
7. School Committee for the Carver Public Schools
8. School Committee for the Dighton-Rehoboth Regional School District
9. School Committee for the East Bridgewater Public Schools
10. School Committee for the Freetown-Lakeville Regional School District
11. School Committee for the Marion Public Schools
12. School Committee for the Mattapoisett Public Schools
13. School Committee for the Middleborough Public Schools
14. School Committee for the Norton Public Schools
15. School Committee for the Rochester Public Schools
16. School Committee for the Somerset Public Schools
17. School Committee for the Somerset-Berkley Regional School District
18. School Committee for the Taunton Public Schools
19. School Committee for the West Bridgewater Public Schools
20. **School Committee for Whitman-Hanson Regional School District**

SECTION II: MISSION, OBJECTIVES, FOCUS, AND PURPOSES

READS Collaborative is focused on the mission to provide high quality, cost-effective educational programs and services for all students to prepare them for higher education or a career.

The purpose of READS Collaborative is to complement the educational programs of local school districts and to respond to additional needs of Member Districts as determined by the Board of Directors (herein, “the Board”). Such programs and/or services maximize cost efficiency and program effectiveness through a Collaborative effort. Notwithstanding any other provision of these articles, the Collaborative is organized exclusively for education purposes, as specified in Section 501(c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by an entity exempt from Federal Income tax under Section 501 (c) (3) of the Internal Revenue Code. No substantial part of the activities of the Collaborative shall be the carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office. The focus of READS Collaborative is to provide quality services that improve the lives and futures of children with disabilities as a collaboration with Member Districts.

The overall objectives of READS Collaborative are:

1. to complement the educational programs and services of districts in the least restrictive environment in a cost-effective manner;
2. to improve the growth of students in academics, social-emotional skills, communication and well-being;
3. to provide a range of diagnostic and educational assessments for students from districts in the southeast region;
4. to offer quality professional development opportunities to general and special education teachers, related service providers, and administrators; and
5. to expand program and services in a manner consistent with the needs of the students and/or the Member Districts.

READS Collaborative does not discriminate on the basis of race, sex, color, religion, sexual orientation, gender identity, age, disability, national or ethnic origin, status as a veteran, limited English speaking ability or any other protected class in the administration of its educational policies, administrative policies, scholarship or loan programs, athletic and other school administered programs or in employment. The Board’s policy of nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

SECTION III: PROGRAMS AND SERVICES TO BE OFFERED

The Collaborative will offer the following programs and services, which shall complement the educational programs and services of districts in a cost-effective manner:

1. Approved Public Day school placements
2. Specialized Substantially Separate Programs
3. Wraparound Services
4. Other programs and services for students as requested by Member Districts
5. Therapeutic consultation, assessment, intervention and support
6. Diagnostic and educational testing, evaluation and recommendation
7. Professional development
8. Grant applications and activities

9. Other cost-effective services as determined by the Board of Directors as permitted by M.G.L. c. 40, § 4E; 603 CMR 50.00.

SECTION IV: GOVERNANCE

1. The Collaborative shall be managed and operated by a Board of Directors (hereinafter “the Board”) whose members are appointed annually by the Member Districts.
2. The Board shall be comprised of the Superintendent of each of the Member Districts (hereinafter known as “**Board Members**”). The superintendent of each Member District shall be appointed to represent their Member District(s) to serve on the Board, and be entitled to a single vote for each district they represent. The Commissioner of the Department of Elementary and Secondary Education (herein Commissioner), shall appoint an individual to serve as liaison from the Department of Elementary and Secondary Education (herein Department) to the READS Collaborative Board of Directors.
3. The Board shall have all the powers and duties conferred and imposed upon educational Collaborative Boards by law, BESE policy and regulation, and this Agreement.
4. The Board shall annually elect or appoint an Executive Committee which shall consist of a President (who serves as the Board Chair), a Vice-President and a Secretary/Clerk. In successive years, the Vice-President shall move up to the position of President and the Secretary/Clerk shall move up to the position of Vice-President. A new Secretary/Clerk shall be nominated and appointed by a majority vote of the Board in June, but no later than September, of each year. The Board will vote to recognize the new Executive Committee at the first Board meeting in September. The new Executive Committee shall commence responsibilities after the vote.
5. The Board shall establish an advisory committee known as the Special Education Administrators (SEA), composed of each Member District’s Special Education Administrator. The purpose of the SEA shall be to advise the Board regarding programmatic issues related to the special education of students enrolled in the Collaborative and to review the program budgets.
6. The Board shall meet at least 6 times per year to conduct its business, one meeting of which shall be a joint meeting with the SEA. The superintendent appointed by each Member District shall count as a Board member for each district they represent. A majority of the Superintendents serving on the Board shall constitute a quorum at any **meeting**. A majority vote of the quorum shall be necessary to pass any resolution, policy or procedure brought before the Board, except in those cases where a two-thirds vote or a unanimous vote of the entire Board is necessary under the stipulations provided for within this Agreement.
7. The Board shall conduct all meetings in accordance with Chapter 30A, §§ 18 - 25 of the Massachusetts General Laws (Open Meeting Law).
8. The Board shall select and employ an executive officer (hereinafter known as the Executive Director), who shall serve under the general direction of the Board and who shall be responsible for the daily operation and supervision of the Collaborative. The Board shall delegate authority to the Executive Director to the extent permitted by applicable law and regulation.
9. The Board shall develop policies and shall operate in accordance with those policies.

SECTION V: CONDITIONS OF MEMBERSHIP

1. Each Member District shall commit to purchase one clinic slot per quarter as an annual requirement of membership in the Collaborative. READS Collaborative does not assess a membership fee.
2. Each Board Member shall be responsible for providing timely information and updates to its appointing Member District(s) on Collaborative activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2) and for providing other information as required or requested.
3. Each Board Member shall be an active and engaged voting member of the Board and shall attend scheduled meetings and fulfill all duties as may be required by the Board, 603 CMR 50.00 and the Collaborative Agreement.
 - a. The attendance of a Board Member who is absent from 50% or more of scheduled Board meetings over a two-year period will be documented and brought to the attention of said Board Member by the President of the Board.
 - b. The Executive Committee will decide by majority vote to draft a letter to the Board Member notifying them that the lack of participation of their district will be brought to the attention of the READS Board of Directors at their next scheduled meeting.
 - c. If the Board Member continues to be absent from READS Board of Directors' meetings, the Executive Director will meet with the Executive Committee of the Board of Directors. Attendance of the Board Member at meetings over the previous two-year period and since the letter of notice was sent by the President will be reviewed. The impact on the ability to achieve a quorum to complete Collaborative business will be reviewed and a recommendation will be provided to the Board.
 - d. The Board will decide by majority vote to send a letter to the Chairperson of the Member District's School Committee notifying them of the lack of attendance of the Member District's appointee at Collaborative Board meetings and the resulting impact on votes and the work of the Collaborative.
4. All appointed Board Members are required to complete the state-mandated training in the timeframe set forth in M.G.L. c. 40, § 4E and 603 CMR 50.05(3) and 50.12(3).

SECTION VI: POWERS AND DUTIES OF THE BOARD

The Board shall manage the Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of the educational collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate policy for the Collaborative, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.
2. The READS Collaborative shall be a public entity.
3. The Board shall be vested with the authority to enter into agreements with Member Districts, non-Member Districts or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
4. The Board shall be responsible for:
 - a. ensuring adherence to this Collaborative Agreement (herein "Agreement") and progress toward achieving the purposes and objectives set forth in the Agreement;

- b. determining the cost-effectiveness of programs and services offered by the Collaborative;
 - c. ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Section VII.C; and
 - d. approving all expenditures, including contracts, borrowing, and the purchase and sale of real estate.
- 5. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
- 6. The Board is a public employer and shall ensure that all employees possess the necessary and required credentials and approvals, including those required by M.G.L. c. 71, § 38G and 603 CMR 7.00, M.G.L. c. 74 and 603 CMR 4.00, and all acts and regulations amendatory thereof. The Board may apply for a waiver to exempt the Collaborative Board for any one school year from the requirement to employ certified or approved personnel in accordance with M.G.L. c. 40, § 4E.
- 7. The Board shall hire an Executive Director to oversee and manage the operation of the Collaborative, a Business Manager or an employee with responsibilities similar to those of a town accountant to oversee Collaborative finances, at least one School Nurse to support Collaborative programs, and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. Ch. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a Board Member or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. Ch. 40, § 4E.
- 8. The Board shall appoint an appropriate individual to serve as the Treasurer. The Treasurer of the Board may make appropriate investments of the money of the Collaborative consistent with Section 55B of chapter 44.
- 9. The Treasurer shall give bond annually for the services they perform as the Collaborative Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department, as shall be fixed by the Board.
- 10. The Board may, in its discretion, pay compensation to the Treasurer for their services.
- 11. The Treasurer of the Collaborative shall not be eligible to serve as a Board Member or otherwise as an employee of the Collaborative.
- 12. The Board shall ensure that no employee of the Collaborative is employed at any related for-profit or non-profit organization.
- 13. All deeds, leases, transfers, notes, bonds, and other obligations endorsed by the Collaborative, as approved by majority vote of the Board, shall be signed by the President and the Treasurer.
- 14. The Board Members, Executive Director and employees of the Collaborative shall not be personally liable for any debt, liability, or obligation of the Collaborative.
- 15. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Collaborative may look only to the funds and property of the Collaborative for the payment of any debt, damages, judgment or decree, or for any money that may otherwise become due or payable to them from the Collaborative.
- 16. The Board shall ensure that the Collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing

information, reports or documents as the Department deems necessary. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the Collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

SECTION VII: FINANCE

A. Financial Terms

1. Each Member District shall commit to purchase one clinic slot per quarter as a requirement of membership in the Collaborative as noted in Section V.1.
2. The annual share of each Member District for tuition is based on Member District participation in an individual tuition-based program. The tuition shall be assessed per each student projected to be in a tuition-based program for the fiscal year. The tuition for each individual program is determined based on projected expenses for the program and an allocation for administrative costs, then divided by the number of students projected for enrollment in that program.
3. The Board shall have the authority to borrow money in anticipation of income up to ninety (90) days to meet ongoing payroll obligations.
4. A school committee of any city, town, or regional district may authorize the prepayment of tuition for any educational program or service of the Collaborative to the Treasurer of the Collaborative.
5. The Collaborative shall pay all its accrued debts within thirty (30) days of the notification/receipt of said bills on a no less than monthly basis.
6. The programs and/or services offered by this Agreement may be made available to children from districts who are not parties to this Agreement only if the particular program or service to which entrance/utilization is sought can entertain the addition of another child without burdening or interfering in any way with the program or service's operation and/or delivery.
7. The Board shall vote annually to establish the rate of the Non-Member surcharge on all program tuitions, clinic services and related services provided to Non-Member Districts in order to offset administrative costs and to contain costs for Member Districts. This surcharge shall not exceed 25%.
8. The Board may, by majority vote, apply for and accept gifts, grants, enter into contracts or receive contributions from governmental and private sources, whether in cash or in kind.
9. The Collaborative is subject to M.G.L. c. 30B for the procurement of goods and services.

B. Collaborative Fund

1. The Board herein agrees to establish and manage a Collaborative General fund, known as the READS Fund (hereinafter known as the Fund).
2. The Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Collaborative Board and will be deposited in the General fund, in accordance with all applicable law and regulations.

3. The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to the Collaborative, without further appropriation.
4. All payments must be approved in accordance with the READS procedure for warrant signing which includes a requirement that all warrants be signed by two of the three Board Members of the Executive Committee.
5. The Treasurer may make appropriate investments of funds of the Collaborative not immediately necessary for operations, consistent with M.G.L. c. 44, § 55B.

C. Borrowing, Loans, and Mortgages:

1. The Board may authorize the borrowing of funds or enter into short- or long-term Agreements or mortgages, and acquire or improve fixed assets including real property to support Collaborative operations, subject to the following procedures:
 - a. All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
 - b. The Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
 - c. The Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and
 - d. The Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans or mortgages are necessary to carry out the purposes for which the Collaborative is established.
2. In the event that such borrowing, loan or mortgage is for the acquisition or improvement of real property:
 - a. The Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which the final vote is taken;
 - b. The Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
 - c. The Board shall approve such action by a majority vote.

D. Cumulative Surplus Funds in Excess of the Regulatory Limit

Unexpended general funds (as defined in 603 CMR 50.00) at the end of the fiscal year, plus any previous year's surplus funds (as determined through the audited financial statements) will be considered cumulative surplus.

1. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, or any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.
2. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.
3. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5) (b)10.
4. The Board shall determine whether such final dollar amount of surplus funds is within the established 25 percent limit.

5. If the surplus funds exceed the 25 percent limit, the Board shall determine the amount of funds that will be allocated to the Capital Fund, OPEB Trust, Clinic credit or Tuition credit and amend the budget to reflect those allocations consistent with **603 CMR 50.07(9)** as noted below.

Cumulative surplus funds in excess of the agreement limit or 25 percent of the audited year's general fund expenditures, must be returned or credited to member districts consistent 603 CMR 50.07(9) and with the process outlined in the collaborative agreement and in the following ways:

- 1. Credited to member districts for tuition, services, etc. These credits must be used by the end of the fiscal year in which the vote is taken.*
 - 2. Deposited to an irrevocable trust and/or reserve fund. These deposits must be allocated by board vote to an approved capital reserve fund and/or to an irrevocable trust for retiree benefits. Once allocated, such funds are no longer available to the collaborative for any other purpose. Deposits must be made within 30 days after the vote of the collaborative board.*
 - 3. Returned to the school districts/towns. The collaborative board must follow the process as outlined in the collaborative agreement for returning surplus funds to member districts. The return of funds must be made within 30 days after the vote of the collaborative board.*
6. Upon withdrawal of a Member District, the Board shall ensure that the withdrawing Member District shares in any payments from funds designated by the Board for return as Tuition credit as defined in Section VII.D.5.b. to its Member Districts for the current fiscal year of withdrawal only. Other than funds designated by the Board for return to the Member Districts, individual Member Districts choosing to withdraw will not be entitled to receive a share of any other assets of the Collaborative.

E. Annual Budget Preparation

On an annual basis the Board shall propose a budget for the upcoming fiscal year. The proposed budget shall contain all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve, to be paid from general fund revenues of the Collaborative. All funds received for the operation of the Collaborative shall be considered general fund revenues with the exception of grants, contracts, or gifts. The annual budget is prepared as early as possible in the previous fiscal year to allow Member Districts to build their own budget, knowledgeable of the Collaborative tuitions. The process is as follows:

1. By April 30 of each year, the Board shall adopt a budget for the upcoming fiscal year. The Board shall identify the programs or services to be offered by the Collaborative in the upcoming fiscal year and the corresponding costs.
2. The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
3. The proposed budget shall be classified into such line items as the Board shall determine, but shall at a minimum delineate amounts for operating expenditures,

and capital expenditures, including debt service payments and deposits to capital reserve.

4. As applicable, capital expenses shall be included in the budget and paid through tuition or fees for programs which they benefit. Capital expenses are defined as the acquisition or improvement of fixed assets, including real property, with a unit cost of \$5,000 and a useful life of one year or more, debt payments and deposits into capital reserve in accordance with 603 CMR 50.02.
5. The proposed budget process used to determine tuition prices for Member District and Non-Member District students, as well as the methodology to determine fees for services and clinic slots is based on the cost of providing Collaborative programs as described below.
 - a. The Executive Director annually determines the projected expenses necessary for each Collaborative program during the next fiscal year, based on an estimate of projected student enrollment in programs and projected Agreements for services.
 - b. The Executive Director identifies the next fiscal year's projected revenue from each funding source. These include a summary of projected receipts from tuitions and fees, grant funds and funds other than general fund revenues (i.e. donations, interest and investment income) based on the current fiscal year.
 - c. The Executive Director determines the total increase or decrease in required revenue needed to balance the overall budget by comparing anticipated revenue with expenses.
 - d. Program Directors present the preliminary budget to their individual SEA sub-committees which review and endorse the budget.
 - e. The Executive Director presents the preliminary budget to the full SEA for endorsement.
 - f. The Executive Director presents the preliminary budget to a joint meeting of the President of the Board, the Personnel Subcommittee of the Board and Finance Sub-Committee of the Board.
6. The Executive Director shall present the proposed budget to the full Board for discussion and shall propose tuition rates and fees needed to balance the budget.
7. The Board shall adopt the final budget by affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the Collaborative budget was first proposed, but no later than June 30 of the preceding fiscal year.

F. Transmitting the Budget and Payment Terms:

1. The Treasurer shall certify and transmit the budget, the fees for service, the committed clinic slot cost for membership and the tuition rates for the upcoming fiscal year to each Member District not later than June 30 of the preceding fiscal year.
2. The Collaborative shall invoice Member and Non-Member Districts on a quarterly basis, ninety (90) days in advance for all clinic slot payments and tuition payments. All fees-for-service are billed monthly. Payment shall be received by the Collaborative within 30 days of billing.

G. Procedure for Amending the Budget:

1. All budget amendments must be in writing and must be submitted to the Executive Director five working days before the Board meeting at which they will be discussed.
2. Any amendment that does not result in an increase in the tuition rates or fees for services shall be discussed by the Board and shall only be approved upon an affirmative majority vote.
3. Any amendment to the budget that results in an increase in the tuition rates, clinic slots, or fees for services shall adhere to the following procedures:
 - a. All Board Members shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their Member Districts the content of the proposed amendment to the budget.
 - b. All amendments shall be voted on by the Board at a second public meeting of the Board following the completion of step 3.a. by all Member Districts. Adoption shall require a majority vote.
 - c. The Treasurer shall certify and transmit the amended tuition rates, clinic slots and fees for services to each Member District not later than ten (10) working days following the affirmative vote of the Board.
4. The Board has the authority to reduce tuition rates, clinic slots and fees for services to Member Districts and non-Member Districts, when doing so is determined to be in the best interest of the Collaborative.

SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT

Any and all subsequent amendments and/or revisions to this Agreement voted by the Board shall be subject to approval in accordance with the following procedures:

1. Any Board Member or the Executive Director may propose an amendment to the Collaborative Agreement. An amendment must be prepared in order to admit a new Member District, or to document the withdrawal of a Member District.
2. The proposed amendment shall be included in the posting of a public meeting of the Board.
3. A majority vote of the quorum of the Board is required to approve a proposed amendment except that any amendment that includes the admission of a new district shall require a majority vote of the entire Board as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XI.
4. The Executive Director shall submit the proposed amendment to the Department for initial review.
5. Following the Department review, the Executive Director shall make such changes as the Department requires.
6. The proposed amendment to the Agreement shall be read a second time at the next regular meeting subsequent to the Department review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment except as detailed in Section 3 above. If the Board makes additional changes to the proposed amendment to the agreement, the document must be resubmitted to the Department for an additional review. Following the Department review and approval by the Board, the

amended Agreement shall be submitted to the Member Districts and any new Member District(s), for a majority vote to approve the amended Agreement.

7. Once a majority of all Member Districts and all new Member District(s) have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement in accordance with 603 CMR 50.03(4) to the Commissioner for approval by the BESE.
8. No amendment to the Collaborative Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE, except that any amendment that includes the admission of a new district shall require a two-thirds vote as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XI.

SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS

A school district, through its School Committee, or Charter School Board may become a Member District of the Collaborative consistent with the following terms:

1. Any School Committee or Charter School Board may apply for membership to the Collaborative by giving written notice of such request to join to the attention of the President of the Board. A copy of the vote of the School Committee or Charter School Board vote to seek membership shall accompany the request to apply.
2. Such written request shall be brought before the Board for discussion and action.
3. The request will be reviewed and a decision will be rendered within approximately sixty (60) days of the receipt of the written request to become a Member District.
4. A new Member District may be accepted by a majority vote of the entire Board, subject to majority vote of two-thirds of the Member School Committees, acceptance of the amended Agreement by the new Member District and approval by the BESE. The Collaborative Agreement shall require an amendment consistent with Section VIII of this Agreement.
5. A School Committee or Charter School Board may be admitted to the Collaborative as of July 1st of any fiscal year provided that all required approvals, including that of the BESE and Member Districts, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to the Collaborative.
6. Pending approval of the amendment by the BESE, the Board may by majority vote extend the rights, privileges and membership responsibilities, with the exception of voting, to the districts that have been approved for membership by the Board and Member Districts as of July 1st of the fiscal year that membership would begin. These privileges include the right to receive member tuition rates and access to all services provided to Member Districts. The school committee or charter school Board may designate a non-voting representative to the Board until BESE approval of the amendment and may contribute to discussions before the Board and receive all correspondence from the Collaborative. The rights and privileges extended to the pending district will be contingent upon fulfilling 1) the responsibility to commit to purchase at least one clinic slot per quarter as an annual requirement of membership and 2) the responsibility to attend Board meetings and participate in governance of the Collaborative (with the exception of voting on matters before the Board).

SECTION X: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)

1. Any Member District, by appropriate vote, must give six (6) months written notice to the Board of READS Collaborative of its intent to withdraw from the Collaborative.
2. The Board must approve the withdrawal by a two-thirds vote. The Member Districts must approve the withdrawal by a majority vote consistent with the process for amending the Collaborative Agreement in Section VIII.
3. No Member District can withdraw membership except at the end of the fiscal year provided the six (6) months notice is given and provided that the BESE has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
4. No Member District who withdraws from the Collaborative shall be entitled to any asset of the Collaborative except that a withdrawing Member District shall be entitled to the tuition credit referenced in Section VII.D.5.b. The tuition credit for the withdrawing district may be applied to subsequent year tuition or paid to the withdrawing district in accordance with Section VII.D.5.b.
5. Any Member District or Member Charter School Board that withdraws will still be responsible for outstanding payments due to the Collaborative.
6. A Member District or Member Charter School Board that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its share of liability in the collaborative of any debts, claims, demands, or judgments against the Collaborative, incurred during said school committee's or charter school Board's membership based on percentage of fiscal participation during that membership.
7. The withdrawal of any Member District(s) shall require an amendment to the Collaborative Agreement consistent with Section VIII.

SECTION XI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT

1. The process to terminate the Collaborative must be initiated by following the process for amending the Collaborative Agreement as outlined in Section VIII except that in order for the Collaborative to be terminated, the Board must vote unanimously to begin the process to terminate the Agreement.
2. Each Member District must provide written evidence of approval by majority vote of the Member School Committee or Charter School Board to terminate this Agreement by sending an intent to terminate and a copy of the vote or approved minutes to the attention of the Executive Committee at least 9 months in advance of the end of the fiscal year.
3. The Board shall review the intent to terminate notices at the first meeting after a majority of School Committee votes have been received by the Executive Committee.
4. The Board shall take action to terminate the Agreement at the next subsequent Board meeting by a majority vote of the entire Board.
5. Written notice of intent to terminate will be provided to Non-Member Districts accessing the programs and services of the Collaborative, at least six (6) months before the end of such fiscal year.
6. Following the affirmative vote of all Member Districts to terminate the Collaborative Agreement, the Board shall submit the documentation required by 603 CMR 50.11 to the Department.

7. Upon termination of this Agreement, the Board shall:
 - a. Determine the fair market value of all assets of the collaborative, including, but not limited to, real estate, capital property, equipment, and supplies owned by the collaborative;
 - b. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies;
 - c. Identify the Member District responsible for maintaining all fiscal records;
 - d. Identify the Member District(s) responsible for maintaining employee and program records;
 - e. Ensure the confidential return of records related to individual students to the sending Member or Non-Member Districts;
 - f. Determine the means of meeting all liabilities (debts and obligations) of the collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to Member Districts;
 - g. Provide for a final fiscal audit and ensure the appropriate disposition of all assets and liabilities of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be used to fund any liabilities. Net assets will be distributed to the Member Districts.
8. The Board will utilize a two-fold process to distribute net assets:
 - a. **Part I** of the process recognizes contributions of perpetual/existing Member Districts who have contributed to the development and expansion of the Collaborative over the past four decades. Perpetual/existing Member Districts are those included in the allocation figures below:

After all liabilities have been met and a final audit has been completed the net assets as determined by an audit performed as of June 30, 2013 are to be apportioned to the perpetual/existing Member Districts according to the following formula: Abington – 8%, Berkley – 1%, Bridgewater-Raynham Regional – 18%, Carver – 3%, Dighton-Rehoboth Regional – 6%, East Bridgewater – 3%, Freetown-Lakeville Regional – 8%, Marion – 1%, Mattapoissett – 4%, Middleborough – 11%, Rochester – 4%, Taunton – 22%, West Bridgewater – 11%.
 - b. **Part II** recognizes contributions of all districts who may become Member Districts after July 1, 2013.

After all liabilities have been met and a final audit has been completed the FY 13 net asset figure will be deducted and apportioned according to the formula in Part I. The remaining net assets will then be apportioned to all Member Districts at the time of termination of the Agreement based on fiscal contribution. The fiscal contribution is purely a calculation of percentage of fiscal participation in the Collaborative over the period of membership from July 1, 2013 to the date of dissolution.

Should the Department revoke and/or suspend the approval of the educational Collaborative Agreement, the Board will follow all instructions from the Department, and Section XI shall be implemented to the extent these procedures are consistent with the order of the Department terminating the Collaborative Agreement.

SECTION XII: INDEMNIFICATION

Neither the Executive Director nor any other employee of the Collaborative, nor any appointed representative to the Board, shall be liable to the Collaborative or to any Member District thereof for any act or omission of the Executive Director or any other employee of the Collaborative or any appointed representative to the Board, or be held personally liable in connection with the affairs of the Collaborative, except only for liability arising out of his own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative, or its Member Districts.

Neither the Executive Director nor any other employee of the Collaborative nor any appointed representative to the Board or Member District shall be personally liable for any debt, claim, demand, judgment, decree, liability or obligation of any kind of, against or with respect to the Collaborative, or arising out of any action taken or omitted for, or on behalf of the Collaborative and the Collaborative shall be solely liable therefore and resort shall be had exclusively to the Collaborative property for the payment or performance thereof and each appointed representative to the Board, Member School Committee and the Executive Director or any other employee of the Collaborative shall be entitled to full indemnity and full reimbursement out of Collaborative property, including, without limitation, fees and disbursements of counsel, if, contrary to the provision hereof, such appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee shall be held personally liable. Any person dealing with the Collaborative shall be informed of the substance of this provision except that any such person need not be informed of the indemnification contained herein and, where the Board deems it appropriate, documents or instruments executed by or by authority of the Board shall contain reference hereto.

The Executive Director or any other employee of the Collaborative and his/her legal representatives and each appointed representative to the Board and his/her legal representatives, and each Member School Committee and its legal representatives shall be indemnified by the Collaborative against all liabilities and expenses, exclusive of amounts paid in settlement and counsel fees, incurred in reasonable settlement of any action, suit or proceeding to which such appointed representative to the Board, Member School Committee or Executive Director or any other employee of the Collaborative or his/its legal representatives may be made a party or otherwise involved by reason of his/its capacity as an appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee, except only liabilities and expenses arising out of his/its own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative as finally adjudged in such action or, in the event of settlement or termination of such action without final adjudication, as determined by independent counsel for the Collaborative. Said right of indemnification shall be in addition to any other rights to which such appointed representatives to the Board or Executive Director or any other employee of the Collaborative or Member School Committee may be entitled as a matter of law or which may be lawfully granted to him/her.

SECTION XIII: EFFECTIVE DATE

This Agreement shall become effective on July 1, 2024 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2024.

This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

Date approved by READS Collaborative Board of Directors: 1.18.2024

Dates approved by Member School Committees and signatures:

Rochester School District

Date of School Committee Vote

Name of CHAIRPERSON of Rochester School Committee (Please Print)

Signature of CHAIRPERSON of Rochester School Committee

Date

This Agreement shall become effective on July 1, 2024 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2024.

This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

Date approved by READS Collaborative Board of Directors: 1.18.2024

Dates approved by Member School Committees and signatures:

Rochester School District

Date of School Committee Vote

Name of CHAIRPERSON of Rochester School Committee (Please Print)

Signature of CHAIRPERSON of Rochester School Committee

Date



OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE BOSTON, MA 02133
(617) 725-4000

MAURA T. HEALEY
GOVERNOR

KIMBERLEY DRISCOLL
LIEUTENANT GOVERNOR

Thursday, October 5, 2023

Dear Superintendent Nelson,

Congratulations! We are pleased to notify you that **Rochester Public Schools** has been awarded a **Fiscal Year 2024** (FY2024) Safe and Supportive Schools Continuation Fund Code 337 grant in the amount of **\$10,000**.

Thank you for your commitment to creating safe and supportive schools for students, school staff, and families. Through this funding and your ongoing efforts, we are able to continue to strive to create conditions for learning that help all students across the Commonwealth be successful in and beyond school.

Please feel free to contact Kristen McKinnon, Assistant Director, Student and Family Support, (via Kristen.A.McKinnon@mass.gov) if you have any questions.

Sincerely,

Handwritten signature of Maura T. Healey in blue ink.

GOVERNOR MAURA T. HEALEY

Handwritten signature of Kimberley Driscoll in blue ink.

LT. GOVERNOR KIMBERLEY DRISCOLL



FY24 Safe and Supportive School Continuation Grant Approval Rochester Public Schools

Graham, Samantha (DESE) <Samantha.Graham@mass.gov>

Thu, Oct 5, 2023 at 8:56 AM

To: Craig Davidson <craigdavidson@oldrochester.org>, "Howiebarber@oldrochester.org" <Howiebarber@oldrochester.org>, "michaelnelson@oldrochester.org" <michaelnelson@oldrochester.org>

Cc: "Taylor, Emily (DESE)" <Emily.M.Taylor@mass.gov>, "Traynham, Donna J (DESE)" <Donna.J.Traynham@mass.gov>

Dear Superintendent Nelson, Craig Davidson, and Howie Barber:

The review process for Rochester Public Schools 2023-2024 (FY2024) Safe and Supportive Schools Continuation Grant (FC337) has been completed and approved in EdGrants with a start date of 9/1/23. Please see the attached congratulatory letter from the Governor.

We have a number of virtual professional development and networking opportunities planned for this year, including continuing the work with the Equity Imperative. Please let me know if there are others who should be included on the grant contact list to ensure that those who may be interested in attending receive the information once it is available.

The online asynchronous course "Hope and Healing for Active Anti-Racism" will also be continuing this year. We are looking to enroll more people and will run a recap of what was covered last year. For more information and to register for this course please complete this [form](#).

If you have any questions, please do not hesitate to reach out.

Samantha Graham

Substance Use Prevention & Intervention Specialist

[Office of Student and Family Support](#)

W 781-338-6305 | F 781-338-3090

Massachusetts Department of Elementary and Secondary Education

samantha.graham@mass.gov

[75 Pleasant Street, Malden, MA 02148](#)

***Please note: In December 2023 our office will move to:**

[135 Santilli Highway, Everett, MA 02149](#). Our phone numbers and email addresses will remain the same.

[Web](#) | [Twitter](#) | [Facebook](#) | [YouTube](#) | [Newsletters](#)



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: February 26, 2024

Re: Transportation Contract

On January 18, 2024, Old Rochester Regional School District and Massachusetts Superintendency Union #55 conducted an invitation for proposals for student transportation services for the school year 2025 through 2027 with two additional optional years of service on behalf of the Town of Rochester and the Old Rochester Regional School District.

Upon review of bid documents, Amaral Bus Company, Inc. of 1090 State Road, Westport, Massachusetts has been determined to be the lowest responsible and responsive bidder for student transportation.

MOTION:

The school committee votes to award the transportation contract to Amaral Bus Company, Inc. as the responsive and responsible bidder.



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

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

www.oldrochester.org

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

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

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

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

Kristine Lincoln, M.Ed.
Interim Director of Student Services

**Town of Rochester
Transportation Contract**

This Agreement is made and entered into for the 1st day of July, 2024, by and between the local School System for the Town of Rochester, hereinafter called "Rochester" and the School System for the Old Rochester Regional, hereinafter called "ORR".

WHEREAS, Rochester has contracted with Amaral Bus Company, Inc. of 1090 State Road, Westport, Massachusetts for its regular day student transportation for grades K thru 12; and

WHEREAS, said contract is based upon a cost per bus; and

WHEREAS, the ridership for each tier is used to develop the proportionate cost per bus; and

WHEREAS, the contract is based upon a school calendar of 180 days;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

For the upcoming three years and the two option years (if taken) of the contract, the allocation for the cost of the routes necessary to transport all Rochester students attending the school departments of Rochester and ORR will be based on the student ridership count per bus. The ridership will be determined on October 1st of each school year. As payments are made monthly to Amaral Bus Company, Inc. by a single payee, the said allocation of cost determined by ridership will be issued as reimbursement of cost between Rochester and ORR.

IN WITNESS WHEREOF, the School Systems for the Town of Rochester and Old Rochester Regional have caused this Agreement to be executed by their respective chairpersons, hereto duly authorized below:

Rochester School System:

By: _____
Sharon Hartley, Chairperson **Date** _____

Old Rochester Regional School District:

By: _____
Michelle Smith, Chairperson **Date** _____

Witnessed by: _____
Howard G. Barber, Chief Procurement Officer

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

BID FORMS – Town of Rochester

Transportation Bid Form

A. Bid given is for: Price Per Bus – Per Day

B. Seat Capacity for Contract Duration: (Select & Circle One – 71 / 77)

C. 1 Tier Only Transports Elementary School

(Option Years)						
# of buses	Routes	Year 1	Year 2	Year 3	Year 4	Year 5
1	1 Tier	\$462.00	\$507.00	\$556.00	\$556.00	\$556.00
7	2 Tier	\$507.00	\$552.00	\$601.00	\$601.00	\$601.00

D. Bid given is for: Annual Total Price (180 days)

(Option Years)						
# of buses	Routes	Year 1	Year 2	Year 3	Year 4	Year 5
1	1 Tier	\$83,160.00	\$91,260.00	\$100,080.00	\$100,080.00	\$100,080.00
7	2 Tier	\$638,820.00	\$695,520.00	\$757,260.00	\$757,260.00	\$757,260.00
	TOTAL COST	\$721,980.00	\$786,780.00	\$857,340.00	\$857,340.00	\$857,340.00

\$2,366,100 3 year commitment

E. Bus (Secondary School Daily Rate up to 75 Days)

F. Price for 1 Late Bus in First Row or Cost if 2 Late Buses

G. Late Buses Determined by August 1st Each Year without Change During School Year

1 Bus x 75 days =

(Option Years)						
# of buses	Route	Year 1	Year 2	Year 3	Year 4	Year 5
1	Late Bus	\$330.00	\$345.00	\$360.00	\$360.00	\$360.00
2	Late Bus	\$660.00	\$690.00	\$720.00	\$720.00	\$720.00

H. 2. Specific Terms and Requirements:

- Pricing for annual Tyler Technologies routing software, excluded from amounts Bid in A. through G. of Page 24. \$8,665.00

Signature of Bidder: *[Signature]*

Date: January 30-2024

Name of Company: Amaral Bus Co., Inc.

MUST BE RETURNED SIGNED WITH BID REPLY

Secretary of the Commonwealth of Massachusetts
William Francis Galvin

Goods and Services submission confirmation

**The following Goods and
Services submission was
successfully received.**

Planned date of publish is 1/15/2024

Awarding Agency

Agency Name and Address: Town of Marion School Committee Office of the
Assistant Superintendent 135 Marion Road
Mattapoisett, MA 02739

Bid Number: 2403

Contact Information

Name: Howard Barber

Title: Asst. Superintendent for Finance and Operations

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

Email Address: howardbarber@oldrochester.org
Do not notify email address listed when final publish date assigned.

Address:
(if different
from above)

Description

Invitation for Bids furnishing Regular Day School Bus Transportation,
7/1/2024-6/30/2027 with the School Committee's option to renew for a
fourth and fifth year.

Contract Information

Estimated Rate: Duration: 3 years

Bid Release Date: 1/15/2024 Release Time: 8:00AM

Bid Deadline Date: 1/30/2024 Deadline Time: 10:00AM

Additional Information: Pre-bid conference: 1/23/24 @ 10:00 A.M. at the above agency address.
Questions concerning this invitation for bids must be submitted in writing
to Howard Barber, Assistant Superintendent of Schools and delivered or
emailed to the above agency address or howardbarber@oldrochester.org
before 1/23/24 @ 08:00 A.M.

This page can be printed for your records.

[Add Another](#)

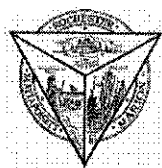
[Return To Menu](#)

COMMONWEALTH OF MASSACHUSETTS ~ STANDARD CONTRACT FORM



This form is jointly issued and published by the Office of the Comptroller (CTR), the Executive Office for Administration and Finance (ANF), and the Operational Services Division (OSD) as the default contract for all Commonwealth Departments when another form is not prescribed by regulation or policy. The Commonwealth deems void any changes made on or by attachment (in the form of addendum, engagement letters, contract forms or invoice terms) to the terms in this published form or to the [Standard Contract Form Instructions and Contractor Certifications](#), the [Commonwealth Terms and Conditions for Human and Social Services](#) or the [Commonwealth IT Terms and Conditions](#) which are incorporated by reference herein. Additional non-conflicting terms may be added by Attachment. Contractors are required to access published forms at CTR Forms: <https://www.macomptroller.org/forms>. Forms are also posted at OSD Forms: <https://www.mass.gov/lists/osd-forms>.

CONTRACTOR LEGAL NAME: (and d/b/a): Amaral Bus Co, Inc.		COMMONWEALTH DEPARTMENT NAME: MMARS Department Code: Town of Rochester & Old Rochester RSD	
Legal Address: (W-9, W-4): 1090 State Road, Westport, MA 02790		Business Mailing Address: 135 Marion Road, Mattapoisett, MA 02739	
Contract Manager: Jose C Amaral	Phone: 508-324-0551	Billing Address (if different):	
E-Mail: amaralcontroller@gmail.com	Fax: 508-324-1988	Contract Manager: Howard G. Barber	Phone: 508-758-2772 ext 1945
Contractor Vendor Code:		E-Mail: howiebarber@oldrochester.org	Fax: 508-758-2802
Vendor Code Address ID (e.g. "AD001"): AD____ (Note: The Address ID must be set up for EFT payments.)		MMARS Doc ID(s):	
RFR/Procurement or Other ID Number: Bus Bid - BD-23-1905-ORR01-CO001-97110			
<input checked="" type="checkbox"/> NEW CONTRACT PROCUREMENT OR EXCEPTION TYPE: (Check one option only) <input type="checkbox"/> Statewide Contract (OSD or an OSD-designated Department) <input type="checkbox"/> Collective Purchase (Attach OSD approval, scope, budget) <input checked="" type="checkbox"/> Department Procurement (includes all Grants - 815 CMR 2.00) (Solicitation Notice or RFR, and Response or other procurement supporting documentation) <input type="checkbox"/> Emergency Contract (Attach justification for emergency, scope, budget) <input type="checkbox"/> Contract Employee (Attach Employment Status Form, scope, budget) <input type="checkbox"/> Other Procurement Exception (Attach authorizing language, legislation with specific exemption or earmark, and exception justification, scope and budget)		<input type="checkbox"/> CONTRACT AMENDMENT Enter Current Contract End Date <u>Prior</u> to Amendment: _____, 20____. Enter Amendment Amount: \$ _____. (or "no change") AMENDMENT TYPE: (Check one option only. Attach details of amendment changes.) <input type="checkbox"/> Amendment to Date, Scope or Budget (Attach updated scope and budget) <input type="checkbox"/> Interim Contract (Attach justification for Interim Contract and updated scope/budget) <input type="checkbox"/> Contract Employee (Attach any updates to scope or budget) <input type="checkbox"/> Other Procurement Exception (Attach authorizing language/justification and updated scope and budget)	
The Standard Contract Form Instructions and Contractor Certifications and the following Commonwealth Terms and Conditions document are incorporated by reference into this Contract and are legally binding: (Check ONE option): <input checked="" type="checkbox"/> Commonwealth Terms and Conditions <input type="checkbox"/> Commonwealth Terms and Conditions For Human and Social Services <input type="checkbox"/> Commonwealth IT Terms and Conditions			
COMPENSATION: (Check ONE option): The Department certifies that payments for authorized performance accepted in accordance with the terms of this Contract will be supported in the state accounting system by sufficient appropriations or other non-appropriated funds, subject to intercept for Commonwealth owed debts under 815 CMR 9.00 . <input type="checkbox"/> Rate Contract. (No Maximum Obligation) Attach details of all rates, units, calculations, conditions or terms and any changes if rates or terms are being amended.) <input checked="" type="checkbox"/> Maximum Obligation Contract. Enter total maximum obligation for total duration of this contract (or <i>new</i> total if Contract is being amended). \$ _____.			
PROMPT PAYMENT DISCOUNTS (PPD): Commonwealth payments are issued through EFT 45 days from invoice receipt. Contractors requesting accelerated payments must identify a PPD as follows: Payment issued within 10 days ___ % PPD; Payment issued within 15 days ___ % PPD; Payment issued within 20 days ___ % PPD; Payment issued within 30 days ___ % PPD. If PPD percentages are left blank, identify reason: ___ agree to standard 45 day cycle ___ statutory/legal or Ready Payments (M.G.L. c. 29, § 23A); ___ only initial payment (subsequent payments scheduled to support standard EFT 45 day payment cycle. See Prompt Pay Discounts Policy.)			
BRIEF DESCRIPTION OF CONTRACT PERFORMANCE or REASON FOR AMENDMENT: (Enter the Contract title, purpose, fiscal year(s) and a detailed description of the scope of performance or what is being amended for a Contract Amendment. Attach all supporting documentation and justifications.) Student transportation for the Students of the Town of Rochester and the Old Rochester RSD for school years 2025 through 2027 with two annual renewal options for the years 4 & 5. Total bid amount for the three base years is \$2,366,100 dollars.			
ANTICIPATED START DATE: (Complete ONE option only) The Department and Contractor certify for this Contract, or Contract Amendment, that Contract obligations: <input checked="" type="checkbox"/> 1. may be incurred as of the Effective Date (latest signature date below) and no obligations have been incurred prior to the Effective Date. <input type="checkbox"/> 2. may be incurred as of _____, 20____, a date LATER than the Effective Date below and no obligations have been incurred prior to the Effective Date. <input type="checkbox"/> 3. were incurred as of _____, 20____, a date PRIOR to the Effective Date below, and the parties agree that payments for any obligations incurred prior to the Effective Date are authorized to be made either as settlement payments or as authorized reimbursement payments, and that the details and circumstances of all obligations under this Contract are attached and incorporated into this Contract. Acceptance of payments forever releases the Commonwealth from further claims related to these obligations.			
CONTRACT END DATE: Contract performance shall terminate as of <u>June 30, 2027</u> , with no new obligations being incurred after this date unless the Contract is properly amended, provided that the terms of this Contract and performance expectations and obligations shall survive its termination for the purpose of resolving any claim or dispute, for completing any negotiated terms and warranties, to allow any close out or transition performance, reporting, invoicing or final payments, or during any lapse between amendments.			
CERTIFICATIONS: Notwithstanding verbal or other representations by the parties, the " Effective Date " of this Contract or Amendment shall be the latest date that this Contract or Amendment has been executed by an authorized signatory of the Contractor, the Department, or a later Contract or Amendment Start Date specified above, subject to any required approvals. The Contractor certifies that they have accessed and reviewed all documents incorporated by reference as electronically published and the Contractor makes all certifications required under the Standard Contract Form Instructions and Contractor Certifications under the pains and penalties of perjury, and further agrees to provide any required documentation upon request to support compliance, and agrees that all terms governing performance of this Contract and doing business in Massachusetts are attached or incorporated by reference herein according to the following hierarchy of document precedence, the applicable Commonwealth Terms and Conditions, this Standard Contract Form, the Standard Contract Form Instructions and Contractor Certifications, the Request for Response (RFR) or other solicitation, the Contractor's Response (excluding any language stricken by a Department as unacceptable, and additional negotiated terms, provided that additional negotiated terms will take precedence over the relevant terms in the RFR and the Contractor's Response only if made using the process outlined in 801 CMR 21.07 , incorporated herein, provided that any amended RFR or Response terms result in best value, lower costs, or a more cost effective Contract.			
AUTHORIZING SIGNATURE FOR THE CONTRACTOR: X: _____ Date: _____ (Signature and Date Must Be Captured At Time of Signature) Print Name: Jose C. Amaral Print Title: President		AUTHORIZING SIGNATURE FOR THE COMMONWEALTH: X: _____ Date: _____ (Signature and Date Must Be Captured At Time of Signature) Print Name: Howard G. Barber, CPA, SFO, MCPPO Print Title: Assistant Superintendent of Finance and Operations.	



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	Let's Play! By Tullet, Henre
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> (March 1, 2016)</p> <p>PreS-Gr 2-Fans of Tullet's Press Here (2011) and Mix It Up (2014, both Chronicle) will be entranced by his latest interactive offering. This time, readers are invited to follow a yellow blob through a variety of travails. Kids will be busy tracing their fingers along a curling black line, pressing the dot, and searching for it. Though simple-most of the pages are dominated by white space-Tullet's design is masterly, with the images and text artfully placed, and there's a beguiling charm to the childlike aesthetic. Spreads where the tone takes a slightly darker turn-a Jackson Pollock-esque one, for instance, dominated by smudges of black-add a bit of menace but never threaten to overwhelm. The text, rendered in Tullet's signature all-caps font, is enthusiastic and encouraging, perfect for this age group. The interactive elements make this selection ideal for reading alone or with an adult and are sure to invite plenty of repeat use. VERDICT Tullet proves once more that apps are no match for his savvy and kid-friendly vision. A delightfully whimsical addition, especially where the author's other titles are popular.-Mahnaz Dar, <i>School Library Journal</i> © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> starred (March 15, 2016 (Vol. 112, No. 14))</p> <p>Preschool-Kindergarten. The little yellow dot from Press Here (2011) and Mix It Up! (2014) returns, and this time it's in the mood to play. After a few introductory "press here" instructions, the real fun begins. Toddlers will be immediately engaged as the dot follows a black line, changes colors, plays hide-and-seek, travels through the dark, disappears, jumps onto the listener's head, pauses for a stoplight, runs, flips, and flies. Along the way, youngsters will experience various unstated emotions: exhilaration with the dot's movements, curiosity searching for the hidden yellow dot, bravery in the dark, disgust at ugliness, and silliness over the dot springing off the page. As with the earlier titles, this is interactive, inventive, and intuitive, but it does not repeat Tullet's previous tricks. An unseen narrator gently prods listeners (even adults will be hard pressed to resist responding) to follow simple commands, resulting in an experience that will convince some toddlers that the book in hand has become a touch screen device. As before, Tullet employs mostly primary colors set against white backgrounds, ensuring that the intended audience will focus on important details. The choice of heavy page stock and a sturdy binding also bodes well for repeated viewings. Ideal for one-on-one sharing, this could also work as part of</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

an interactive story hour.

Criteria for Selection of Library Materials

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

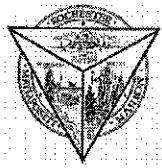
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual 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.	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. ▾

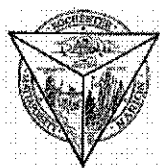
Reason:

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

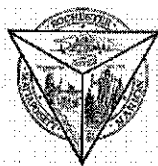
Signed: Samuel Smith



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	The Big Cheese by John, Jory
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 (November 24, 2023)</p> <p>Gr 1-3-In their latest installment of "The Food Group" series, the dynamic duo introduces children to the complex emotions of pride and humility in one cheese-tastic package! Big Cheese is known throughout town for being the "biggest, cheesiest piece of cheddar around," and they make sure everyone knows it. They boast and brag about their accomplishments far and wide, because they've never lost; the secret to success is only competing in what you can win! That is, until the fateful day when Wedge competes in the Cheese-cathalon (in which Big Cheese has placed first for years) and beats Big Cheese by a cheese-nose! As if that wasn't surprising enough, Wedge seems humble about their win. Through talking with Wedge, Big Cheese goes on a transformative journey of examining how losses can lend perspective on what is most important. The clean and colorful illustrations match the signature style of the series. While sometimes a bit heavy handed in its discussion of SEL topics ("losing taught me about empathy and humility"), this entry is artfully arranged. It could be performed as a very discussible story time selection. VERDICT This is a must-purchase for all libraries, especially those with a SEL focus.-Katherine Forsman © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews</i> (September 15, 2023)</p> <p>A winning wheel of cheddar with braggadocio to match narrates a tale of comeuppance and redemption. From humble beginnings among kitchen curds living "quiet lives of pasteurization," the Big Cheese longs to be the best and builds success and renown based on proven skills and dependable results: "I stuck to the things I was good at." When newcomer Wedge moves to the village of Curds-on-Whey, the Cheese's star status wobbles and falls. Turns out that quiet, modest Wedge is also multitalented. At the annual Cheese-cathalon, Wedge bests six-time winner Cheese in every event, from the footrace and chess to hat making and bread buttering. A disappointed Cheese throws a full-blown tantrum before arriving at a moment of truth: Self-calming, conscious breathing permits deep relief that losing—even badly—does not result in disaster. A debrief with Wedge "that wasn't all about me" leads to further realizations: Losing builds empathy for others; obsession with winning obscures "the joy of participating." The chastened cheddar learns to reserve bragging for lifting up friends, because anyone can be the Big Cheese. More didactic and less pun-rich than previous entries in the Food Group series, this outing nevertheless couples a cheerful refrain with pithy life lessons that hit home.</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Oswald's detailed, comical illustrations continue to provide laughs, including a spot with Cheese onstage doing a "CHED" talk. From curds to riches, from meltdown to uplift—this multicourse romp delivers. (Picture book. 4-8)

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.	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. ▾

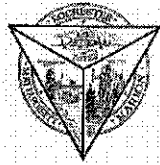


Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: _____

Paul Sal



Old Rochester Regional School District
Massachusetts Superintendency Union #55

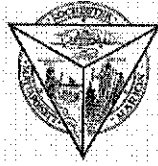
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	The Sour Grape by John, Jory
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>Kirkus Reviews (September 15, 2022)</i></p> <p>A recovering curmudgeon narrates life lessons in the latest entry in the punny Food Group series. Grape wasn't always sour, as they explain in this origin story. Grape's arc starts with an idyllic childhood within "a close-knit bunch" in a community of "about three thousand." The sweet-to-sour switch begins when Grape plans an elaborate birthday party to which no one shows up. Going from "sweet" to "bitter," "snappy," and, finally, "sour," Grape "scowled so much that my face got all squishy." Minor grudges become major. An aha moment occurs when a run of bad luck makes Grape three hours late for a meetup with best friend Lenny, who's just as acidic as Grape. After the irate lemon storms off, Grape recognizes their own behavior in Lenny. Alone, Grape begins to enjoy the charms of a lovely evening. Once home, the fruit browses through a box of memorabilia, discovering that the old birthday party invitation provided the wrong date! "I realized nobody's perfect. Not even me." Remaining pages reverse the downturn as Grape observes that minor setbacks are easily weathered when the emphasis is on talking, listening, and working things out. Oswald's signature illustrations depict Grape and company with big eyes and tiny limbs. The best sight gag occurs early: Grape's grandparents are depicted as elegant raisins. The lessons are as valuable as in previous outings, and kids won't mind the slight preachiness. (This book was reviewed digitally.) Sweet, good-hearted fun. (Picture book. 4-8)</p>

Criteria for Selection of Library Materials

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

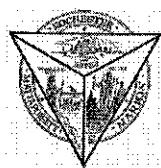
(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	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. ▾

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

Signed: _____



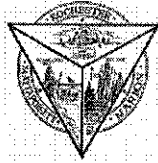
Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	I'm Not Sleepy! No Tengo Sueno! By Dominguez, 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 - <i>School Library Journal</i> (September 1, 2023) PreS-Gr 2-A sweet bilingual follow-up to I'm Hungry!/Tengo Hambre! Birdie the bluebird is trying to coax dinosaur Lolo into going to bed. Lolo isn't sleepy-isn't right before bed the perfect time to paint, stack rocks, and play with your stuffies? Birdie uses English to question why Lolo is still awake, and Lolo responds irreverently in Spanish. Birdie repeats Lolo's Spanish responses in English. The short and simple sentences in both languages and ample white space make this book perfect for beginning readers. The digital drawings are simple yet expressive and hilariously complement the text. English knowledge is necessary to access this book, as not all English text is translated into Spanish. VERDICT A solid purchase for children's bilingual collections.-Maria Bohan © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Magazine</i> (November/December, 2023) The dinosaur-and-bird duo from I'm Hungry! / Tengo hambre! (rev. 3/22) and Dominguez's other cleverly told stories for preschoolers using English and Spanish is wrestling with a classic bedtime conundrum. While Birdie is all tucked in and ready for sleep, dinosaur Lolo insists on not being tired. "Sweet dreams!" says Birdie, in the color-coded, all-dialogue text. But: "No, gracias," replies Lolo. "No thank you?" repeats Birdie, setting up the natural-sounding pattern of translation and fluency between the two languages. This is also reflected in the tidy, uncluttered, and humorous digital illustrations, which support the main text and layer in some funny details, both visual (Birdie's sleeping cap; Lolo's bunny slippers) and textual (Lolo's to-do list: "Jugar, Comer, Jugar mas"). After a series of entertaining back-and-forths, and with the illustrations' backgrounds slowly getting darker and darker, both friends are finally ready for dreamland, each on their own terms -- and resting up for whatever shared adventures might come next. Elissa Gershowitz November/December 2023 p.55</p>

Criteria for Selection of Library Materials

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

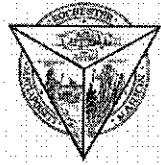
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	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. ▾

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

Signed: 



Old Rochester Regional School District
Massachusetts Superintendency Union #55

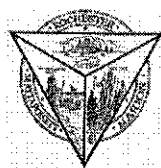
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	The Reflection in Me by Colagiovanni, Marc
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>Kirkus Reviews (February 1, 2024)</i></p> <p>How to be your own cheering section. A brown-skinned, raven-haired child dressed in white gazes in the mirror and engages in a spirited, meaningful conversation with the image reflected. The dialogue is rendered in different-colored fonts: The child's voice is set in black type, the mirror's in purple. The reflection's comments are effusive, complimentary, and poetic. But the child offers up warm words of praise, too; after all, the face that stares at the child from the glass is—guess whose? In sum, according to the mirror, this youngster is "perfectly perfect." Who'll argue with that assessment? This empowering, beautifully written book makes clear that children—all of us, actually—need, at least occasionally, to give ourselves a good pep talk to remind ourselves of our value, talents, integrity, kindness, and goodness...even if we say those things only to ourselves. This book is all about strongly believing in who we are. Plus, the more we remind ourselves of our worth, the more we and others will believe it. That mirror the child in the book looks into? It's literally and figuratively a reflection of who we are—and the persona we present to the world. Starting off dominated by hues of purple, the illustrations grow more colorful as the book proceeds, suggesting that the protagonist's confidence is growing as the little one ponders and reflects. Just what all "perfectly perfect" kids need in order to boost their self-esteem every day. (Picture book. 5-8)</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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

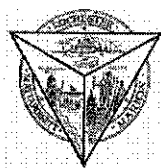
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library 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.	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. ▾

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

Signed: David Lee



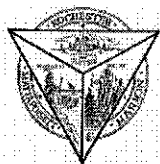
Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	Me & Mama by Cabrera, Cozbi
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</i> starred (July 1, 2020)</p> <p>PreS-Gr 2-A young Black girl enjoys a rainy day alone with her mother, savoring each ordinary moment for the joyful expression of love it represents. From combing their hair to a song-filled walk under cloudy skies, every part of the day is cherished because it is spent together. Mama is as bright as the sun and daughter orbits around her, basking in the glow of her kindness and understanding. Told from the daughter's perspective, the simple yet lyrical prose shines with trust and pride in the bond the two share. The muted color palette and painterly style of the art evoke a cozy sense of security. While realistically portrayed, each image has a soft, dreamlike quality that also highlights the timelessness of the story. VERDICT A strong portrait of familial connection, this title captures the essence of unconditional love between parent and child, and is recommended for all picture book collections. -Sophie Kenney, Aurora P.L., IL © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (July 2020 (Vol. 116, No. 21))</p> <p>Preschool-Grade 2. Lush acrylic hues of color wash every double-page spread while spare text describes the tender feelings a small Black child with curly, high-bunched pigtails has for her beautiful mother. Simple words express the little one's emotions as she eagerly wakes up in the morning to enjoy their daily activities together. Throughout the pages there are comparisons between Mama's and daughter's familiar objects: Mama's cup (big) and mine (little); Mama's toothbrush and mine ("I get less toothpaste"); Mama's boots (tall and red) and mine (short and yellow). Raining? "The perfect day for boots and puddles," says Mama, with joyous depictions of the two singing and splashing in the wet outdoors as silvery drops fall. After a good day, there are pajamas, giggles, hugs, and kisses before bedtime. A gorgeous blue blackness envelops the girl's thoughts as she spins some pictures of her day with Mama and dreams of another tomorrow. Endpapers identify the 15 items, both large and small, that are shown in the story. A warm tribute to a special family relationship and comforting home.</p>

Criteria for Selection of Library Materials

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

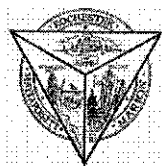
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	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. ▾

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

Signed: David Lee

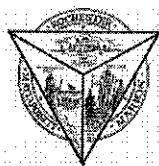


Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	Buffalo Fluffalo by Kalb, Bess
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 (December 15, 2023)</i></p> <p>PreS-Gr 1-Buffalo Fluffalo is a grumpy buffalo with a tough exterior. Despite his attitude, his animal neighbors want to get to know him and approach him throughout the day. Without fail, Fluff snaps back: "I'm the Buffalo Fluffalo, I heave and I huffalo, leave me alone because I've had enuffalo!" When a heavy rain rolls in and soaks Fluff's fur, the animals realize that he is actually very tiny underneath his puffy coat. Embarrassed, Fluff gets defensive, but is interrupted abruptly by Ram, "You don't have to act tough! We like you just fine without all your puff." Support from his neighbors helps Buffalo Fluffalo overcome his insecurities. Kalb's sweet and silly story highlights the importance of self-acceptance and the impact of insecurities and low self-esteem on social relationships. Kraan's lively illustrations will immediately endear the readers to Buffalo, despite his grumpy demeanor. Tongue twisters and rhyming alliteration make this a wonderful read-aloud. VERDICT Sure to be a story time hit-this sweet and silly story encourages self-acceptance and is highly recommended.-Jillian Girardeau © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (November 1, 2023 (Vol. 120, No. 5))</i></p> <p>Preschool-Grade 3. When a grumpy buffalo moves into a field, the animals living nearby stop to greet their new neighbor. Many offer kind words, and one even takes a handmade gift, but he rejects them all with the same rude, brassy retort, "I'm the Buffalo Fluffalo / I heave and I huffalo. / Leave me alone because / I've had enuffalo!" But after a fierce thunderstorm drenches them all, Buffalo Fluffalo's bushy fur falls limply downward, significantly decreasing his apparent bulk, his bluster, and his ability to bully others. Humiliated, he apologizes for his grumpy, hostile demeanor. He admits that without his fluffiness, he's "tiny and missable," but his new friends assure him that he's "hugly and snugly kissable." Reflecting and enhancing the tone of the story, the vibrant mixed-media illustrations are particularly effective in the dramatic storm scenes. Wordplay, rhythm, and rhyme add greatly to the fun of sharing this picture book with children, who will enjoy chiming in on the chorus, particularly on days when they too have "had enuffalo." Great fun for reading aloud.</p>

Criteria for Selection of Library Materials



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

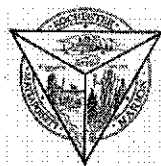
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual 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.	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. ▾

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

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

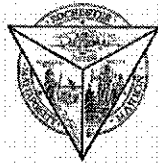
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	Chicken Little and the Very Long Race by Wedelich, Sam
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A</div> <div>Reviews available and posted here</div> <div>Kirkus Reviews (December 1, 2023)</div> <div>Apparently unaware of his own cautionary history, Hare is destined to repeat it in this wryly funny paeon to perseverance. Chicken Little isn't interested in the upcoming marathon. ("Have you seen how short my legs are?") But the hens are agog at the competition's sponsor and most famous participant, Hare, a local celebrity, and begin to train diligently. Then Hare's running manual arrives. Despite its title, Hop to It, the book is strangely silent on workouts, instead touting Hare-brand smoothies, sneakers, and sweatbands. The hens purchase everything and relax on chaises, reading and slurping. Upon learning that the hens haven't read any other training handbooks, serious, bespectacled Chicken Little becomes concerned. She warns, "It's a very long race! You could get hurt if you don't train!" "If something sounds too good to be true, it probably is." Goaded, she signs up to race and begins a strenuous regimen. It's a tough ordeal, but "still, she persisted," sustained by her mantra, "slow and steady." The race-day results will not be a surprise. Hare struggles to accept coming in second, while Chicken Little, having realized the rewards of determination and hard work, ponders future challenges. With hand-lettering and minimal touches of color, the droll, lighthearted line illustrations and sly nods to adult readers balance the sensible messaging. This is a successful third hit for the "real" Chicken Little. An amusing satire on influencer culture and an earnest endorsement of disciplined effort. (Picture book. 3-7)</div>

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

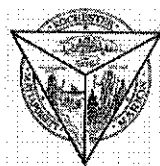
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library 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.	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. ▾

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

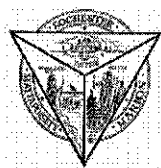
Signed: Sam [Signature]



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	Noodle Conquers Comfy Mountain by Graziano, Jonathan
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 (August 1, 2023)</i></p> <p>PreS-Gr 3-As in <i>Noodle and the No Bones Day</i>, this humorous tale focuses on the cozy routine of an old pug, Noodle, and his loving human, Jonathan. Noodle is looking forward to a low-stress day, which the pair likes to call a "no bones day," when he discovers that he cannot get comfortable. His blanket has been washed, and he is out of snacks. Also, he likes to always keep an eye on Jonathan, so he decides to climb "Comfy Mountain," which is the back of the sofa. He needs help to attain this summit, but once Jonathan lifts him up he declares that "doing things by yourself is great, but doing them together is even better." Text and hand-drawn, digitally colored illustrations convey Noodle's perspective, with his struggles exaggerated to comically epic proportions. Along with Noodle's silly bark, which sounds like a squawk, this has potential for a fun, dog-themed story time. VERDICT Told with warmhearted humor, this book highlighting the joys of compassion and caring for an older dog should find a receptive audience.-Marilyn Taniguchi © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (August 1, 2023)</i></p> <p>Noodle the pug sets his sights on getting to the top of the snuggliest pile of couch blankets. Nowhere seems comfy enough for Noodle, not even his perfectly fluffed bed. He finally spies the ideal spot: Comfy Mountain. Noodle tries to get his little pug legs up onto the couch to reach the mound of blankets, but he can't get to the summit. Finally, he reaches the top thanks to a helping hand from his light-skinned human, Jonathan. This is Graziano's second picture book starring Noodle, his real-life pug who gained a huge social media following for videos reminding viewers of the importance of self-care (if Noodle slumped over after Graziano held him up, it was a "no-bones day," devoted to rest and relaxation). Noodle's perspective is sweet and charming, and readers will relate to the peace that comes from settling in to the perfect cuddle nook. Tavis' soft illustrations depict a wide-eyed, rotund little pup who's impossible not to love. The shimmering golden light that falls on Comfy Mountain is pitch-perfect, as is Noodle's perspective over his human's domain. There's a sweet little dust ball of a spider that hangs out on multiple pages and plenty of other charming touches. The message—that we all need a little help from a pal once in a while—is a familiar but sound one, and what better way to convey it than through a story of (hu)man's best friend? (This book was reviewed digitally.) A cozy, comforting read. (Picture book. 4-6)</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Criteria for Selection of Library Materials

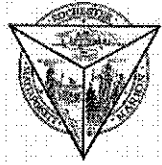
The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	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.	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. ▾

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Signed: 

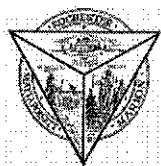


Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	Giraffe is too tall for this book by Ryand, DK
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p style="text-align: center;">N/A</p> <p>Reviews available and posted here -</p> <p><i>Booklist</i> (October 15, 2023 (Vol. 120, No. 4))</p> <p>Grades K-2. An oblong format invites interactivity as readers are greeted by a set of wide-eyed animals, from a mouse to an elephant—but not by Giraffe, whose neck extends past the top edge of the page. "This book is too small!" Giraffe tries bending down, but that just makes the whole scene crowded and uncomfortable. How about turning the book sideways? Oops, that just makes everyone but Giraffe fall to the bottom in a heap. "What do you think Giraffe could do to fit?" asks the flamingo. Move to the back? But now tiny Giraffe is too far away to hear. What if everyone climbs Giraffe's neck? Not only is Elephant too big for that but: "Oh, great . . . the only thing I have a view of is Giraffe's butt." One more sideways turn and all the animals are fully visible, at last! But then Elephant, bulging beyond the page, discovers, "This book is too narrow!" Young audiences will gleefully echo the leopard's droll "Oh no, here we go again . . ."</p> <p><i>Kirkus Reviews</i> (October 15, 2023)</p> <p>A gang of animal friends helps Giraffe attempt to fit into this book. Readers become an active part of this story from the first page, when Elephant, Giraffe, Cheetah, Flamingo, Snake, and Mouse make eye contact with them, then acknowledge and welcome them. Bright, appealing digital illustrations stand out against a plain white background, and the animals speak to each other and the reader via speech bubbles that are color-coded to match their fur, feathers, or scales. The animals fill each spread, but Giraffe's head and neck don't fit onto the page, and that's the problem. Snake has several solutions, but the spread is too cramped when Giraffe brings its head down. When Snake asks readers to turn the book to make it taller, the animals slide into a heap, and Flamingo and Snake are crushed beneath the pile. When Flamingo suggests that everyone move up to the space where Giraffe's head is, Giraffe bends to create stairs so the friends can climb up—all except Elephant, who's afraid of crushing Giraffe. All Elephant can see is a view of Giraffe's butt, but Elephant has one last idea. Readers will enjoy manipulating this book, predicting outcomes, and coming up with a few creative suggestions the animals didn't consider. Take special note of the giraffe and elephant print endpapers. Personable animals, humor, and hands-on problem-solving make this tale a winner. (Picture book. 5-8)</p>

Criteria for Selection of Library Materials



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

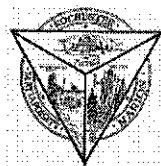
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual 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.	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. ▾

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

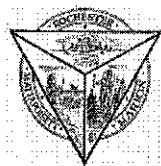
Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2023
Title and Author of Book:	The One and Only Ruby 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 - <i>Horn Book Magazine (July/August, 2023)</i></p> <p>After <i>The One and Only Ivan</i> (rev. 1/12) and <i>The One and Only Bob</i> (rev. 7/20), it's now young elephant Ruby's turn to tell her story. Having relocated to a new wildlife park in Florida (with Ivan, the silverback gorilla; and Bob, the wisecracking dog), Ruby has been adopted into a new elephant herd. Tuskday (the "traditional celebration after the arrival of a young elephant's tusks") is fast approaching, and she is exceptionally anxious about the rite of passage. Ruby gets an unexpected visitor one day when Jabori, who cared for her in an elephant orphanage in Africa, comes to visit. This joyful reunion provides the impetus for her to share the full story of her traumatic past, beginning with her mother being hunted and killed for her tusks. A conversation with the wise matriarch of the wildlife park's herd gives Ruby the courage to proceed with the Tuskday celebration. The book features Applegate's trademark verse-prose; appealing spot illustrations; and the hallmark themes of the series: adversity, trauma, friendship, resilience, and hope. An author's note discusses the plight of elephants in captivity and the continuing devastation of the ivory trade in the wild. Jonathan Hunt July/August 2023 p.10</p> <p><i>Kirkus Reviews (April 1, 2023)</i></p> <p>In this follow-up to 2020's <i>The One and Only Bob</i>, Ruby the elephant is still living at Wildworld Zoological Park and Sanctuary. She's apprehensive about her Tuskday, a rite of passage for young elephants when she'll give a speech in front of the rest of the herd. Luckily, she can confide in her Uncle Ivan, who is next door in <i>Gorilla World</i>, and Uncle Bob, the dog who lives nearby with human friend Julia. Ruby was born in an unspecified part of Africa, later ending up on display in the mall, where she met Ivan, Bob, and Julia. The unexpected arrival of someone from Ruby's past life on the savanna revives memories both warmly nostalgic and deeply traumatic. An elephant glossary and Castelao's charming, illustrated guide to elephant body language help immerse readers in Ruby's world. Goofy, playful, and mischievous Ruby is fully dimensional, as she has shown her bravery during the many hardships of her young life. Applegate deftly tempers themes of grief and loss with compassion and humor as Ruby finds her place in the herd. The author's note touches on climate change, the illegal ivory trade, and conservation efforts, but the highly emotive framing of the story through the memories of a bewildered baby elephant emphasizes the impact of lines such as " 'in Africa,' I say softly, 'there were bad people,' " without offering readers a nuanced understanding of the broader context that drives poaching.</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Certain to steal hearts. (Fiction. 8-12)

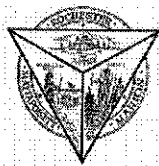
Criteria for Selection of Library Materials

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.	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. ▾

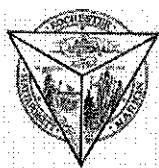


Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: _____

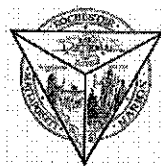
Samuel Lewis



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2024
Title and Author of Book:	Branches: Press Start! book series (Books 13 & 14) by Flintham, Thomas <i>Super King Viking Land!</i> - Book 13 <i>Super Game Book!!</i> - Book 14
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</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>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

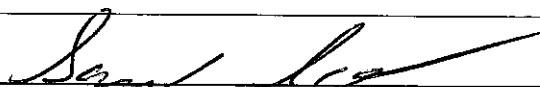
	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual 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.	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 ▾

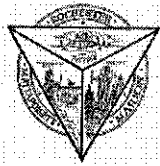
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

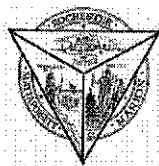
Signed: 



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2024
Title and Author of Book:	<p>The Bad Guys series (Bad Guys, Books 16 & 17) by Blabey, Aaron</p> <p><i>The Bad Guys in the Others?! - book 16</i></p> <p><i>The Bad Guys in Let the Games Begin - book 17</i></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>School Library Journal (November 1, 2016)</i></p> <p>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></p> <p>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 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</p>



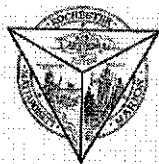
Old Rochester Regional School District
Massachusetts Superintendency Union #55

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.

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 ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

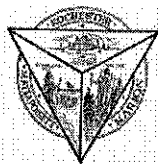
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2024
Title and Author of Book:	Unicorn Diaries Series by Elliott, Rebecca The Glitter Bug - Book 9
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A -</div> <div>N/A -</div> <div>Review Status: -</div> <p><i>School Library Journal Xpress (November 24, 2023)</i> Gr 1-3-Bo and her unicorn friends can't stop sneezing glitter! They have caught a glitter bug and are feeling quite miserable, especially when their teacher, Mr. Rumptwinkle, tells them that they might be too sick to earn a special patch. But hope is not lost as Mr. Rumptwinkle summons Dr. Cloudberry, a kitsune (a Japanese mythical fox) to help cure them. Feeling better is as simple as laughing! But it's going to take a lot of laughter to make the glitter bug go away completely. With an amusing, although not necessarily unique, story line, this entry is a strong read for kids moving from beginning readers to chapter books. The epistolary format keeps the plot moving quickly and the inclusion of ample illustrations with speech bubbles helps balance the trepidation new readers may have. The narrative falls into didacticism, but is not preachy, instead providing an always-needed lesson on perspective. The illustrations are colorful, engaging, and detailed enough to look at many times over. VERDICT Perfect for children's collections, and a solid recommendation for families who want a highly illustrated early chapter book.-Kate Davis © Copyright 2023. 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 (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable -



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

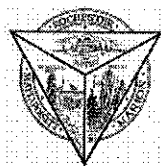
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

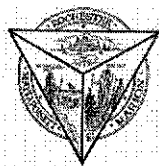
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 15, 2024
Title and Author of Book:	Unicorn Diaries Series by Elliott, Rebecca Bo and the Merbaby - Book 5
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>This book is part of a series. The review below belongs to other titles review... ▾</div> <div>Review Status: ▾</div> <p><i>School Library Journal Xpress (November 24, 2023)</i> Gr 1-3-Bo and her unicorn friends can't stop sneezing glitter! They have caught a glitter bug and are feeling quite miserable, especially when their teacher, Mr. Rumptwinkle, tells them that they might be too sick to earn a special patch. But hope is not lost as Mr. Rumptwinkle summons Dr. Cloudberry, a kitsune (a Japanese mythical fox) to help cure them. Feeling better is as simple as laughing! But it's going to take a lot of laughter to make the glitter bug go away completely. With an amusing, although not necessarily unique, story line, this entry is a strong read for kids moving from beginning readers to chapter books. The epistolary format keeps the plot moving quickly and the inclusion of ample illustrations with speech bubbles helps balance the trepidation new readers may have. The narrative falls into didacticism, but is not preachy, instead providing an always-needed lesson on perspective. The illustrations are colorful, engaging, and detailed enough to look at many times over. VERDICT Perfect for children's collections, and a solid recommendation for families who want a highly illustrated early chapter book.-Kate Davis © Copyright 2023. 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 (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

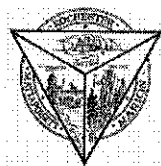
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

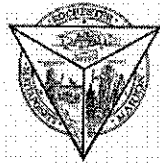
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	The last comics on Earth. #1 (Last Comics on Earth, Book 1) by Brallier, Max
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A ▾</div> <div>N/A ▾</div> <div>Review Status ▾</div> <p><i>School Library Journal (May 1, 2023)</i> Gr 3-7-"The Last Kids on Earth" fans will be excited for this graphic novel spinoff. Jack, Quint, June, and Dirk are reading a volume of their favorite comic, all about Z-man saving Apocalypitia, when they realize that they have reached the end of what has been written. Not wanting to be left wondering what would happen next, the four friends decide to write their own comics and create their own superheroes. Even though each superhero wants to be the star, the four will have to find a way to work together to save Apocalypitia, which proves to be a challenge. This graphic novel has the same humor and action that the original story has, but, because much of the action occurs within the comic itself, it has new characters and is set in a different world. Pages in the world of the comic are full color while those depicting the four writers are monochromatic shades. The illustrations are fun and add to the story. The superheroes are well thought out, including their costumes and in-depth background stories. VERDICT Readers who have been long-time fans of "The Last Kids on Earth" will enjoy, but anyone could jump right into this story and be able to follow along.-Michelle Lettus © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

Criteria for Selection of Library Materials

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

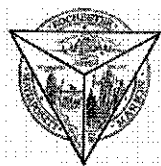
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

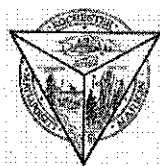
Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	The last kids on Earth and the monster dimension (Last Kids On Earth, Book 9)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: <input checked="" type="checkbox"/> This book is part of a series. The review below belongs to other titles reviewed.</p> <p>Review Status: <input checked="" type="checkbox"/></p> <p><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>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Recommend to Wimpy Kid fans looking for a horror-lite adventure.

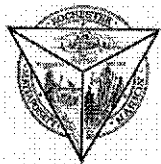
Criteria for Selection of Library Materials

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.	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. ▾



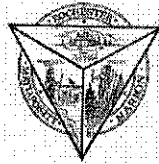
Old Rochester Regional School District
Massachusetts Superintendency Union #55

Reason:

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

Signed: _____

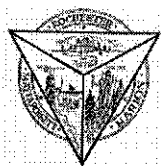
Samuel Lee



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	Wings of fire. The graphic novel. Book seven, Winter turning (Wings Of Fire, Book 7)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles:</p> <p>This book is part of a series. The review below belongs to other titles review...</p> <p>Review Status:</p> <p><i>School Library Journal (February 1, 2018)</i></p> <p>Gr 4-7-This graphic novel adaptation of the first "Wings of Fire" installment centers on five young "dragonets" who are being trained to save the dragon world from war and destruction as they rebel against their handlers and strike out to discover their own destiny. They encounter a wicked queen who takes them captive, and the dragonets must work together with the help of a new friend to escape death and destruction in the gladiator-style fighting ring. The full-color illustrations bring the dragons and their surroundings to life, and the fast-paced, plot-driven story translates well to the graphic novel format. One of the dragons, Glory, can alter her appearance, which may be confusing, as her colors sometimes change without explanation. The text bubbles are occasionally hard to follow, such as when multiple dragons speak at once. However, readers comfortable with the comic format or familiar with the first book will be able to understand. VERDICT Fans of the series will be drawn to this visual representation of their favorite characters, as will those who enjoy epic, animal-based fantasies.-Ellen Conlin, Naperville Public Library, IL © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews starred (December 15, 2017)</i></p> <p>A popular middle-grade dragon series gets a graphic-novel makeover. Based on the Wings of Fire series, this reworking breathes new life into a motley crew of dragonets who, against all odds, are destined to fulfill a prophecy and end the long-standing war that has plagued their kingdom. Kindhearted Clay, fierce Tsunami, brainy Starflight, overlooked Glory, and runt Sunny have been kept hidden underground their entire lives. When they finally escape, they find a harsh and violent kingdom aboveground, overseen by the malevolent Queen Scarlet, a dragon who revels in death and violence. Working together, the dragonets try to do what is right in a land riddled with treachery, deception, and bloodshed. This high-fantasy graphic novel is assembled by a dream team of established creators: the adaptation is written by Hereville creator Deutsch and illustrated by Secret Coders' Holmes. Colorist Laiho does stunning work; her vibrant, eye-catching hues nearly jump off the page. Faithful to the original, this stellar adaptation is sure to delight both those familiar and newcomers to this series, and with universal themes such as good versus evil and the hero's quest for self-identity, this may even ignite new interest in the genre. Dazzling; a must-read</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

for any dragon fan.

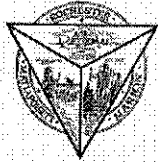
Criteria for Selection of Library Materials

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.	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. ▾



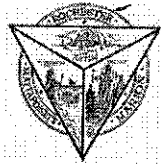
Old Rochester Regional School District
Massachusetts Superintendency Union #55

Reason:

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

Signed: _____

[Handwritten signature]



Old Rochester Regional School District
Massachusetts Superintendency Union #55

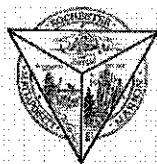
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	I Survived book series by Tarshis, Lauren: <i>I survived the Great Alaska Earthquake, 1964</i> (I Survived, Book 23)
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</i> (December 1, 2010) Gr 3-7-An absorbing story based on the shark attacks in New Jersey in 1916. Chet Roscoe, 10, moves in with his uncle while his father looks for work in California. He works in his uncle's diner and meets some local boys with whom he becomes friends. A story hits the papers about a shark attack about 10 miles away and their little town dismisses it as a fake, but a local fisherman begs to differ. The boys play a series of pranks on one another, but when Chet comes face to face with the shark in the river, the friends refuse to believe him, until they see it themselves. Black-and-white illustrations that resemble old photographs enhance the events of the story. Tarshis incorporates information about the real attacks and fictionalizes it, then follows the story with facts about the attacks and sharks. This is a gripping story that will hold the interest of reluctant readers.-Delia Carruthers, Roxbury Public Library, Succasunna, NJ (c) Copyright 2010. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

Criteria for Selection of Library Materials

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

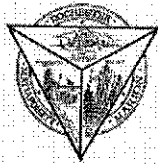
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	Cat Kid comic club. Influencers (Cat Kid Comic Club, Book 5) 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 reviewed here.</p> <p>Reviews available and posted here.</p> <p><i>School Library Journal</i> starred (March 1, 2021)</p> <p>Gr 2-5-Cat Kid and his sidekick Molly are running a comic club for Flippy Frog's many children. The kids bicker, disrupt, argue, complain, and generally behave as delightfully as any batch of after-school club members. Can Cat Kid inspire them to create well-thought-out, tightly plotted stories and classic comic art? Well-spoiler-no. Instead, after Cat Kid shows them how to come up with ideas, gives them permission to fail, and explains that any way they want to work is perfectly OK, whether it's as a team, individually, using photos or drawings, or even in verse, the club kids produce action ninja poop joke sketches, merry mayhem, and cutely morbid comics. These delight the club but cause dad Flippy to flip out and call the doctor. Pilkey never turns his stories into kids-versus-adults conflicts, and in this one, the doctor and the nurse pause to read the comics, laugh their heads off, and reassure Flippy that there's nothing wrong with his children. They remind him that adult creators write about death and poop all the time, and admonish him to be more chill. Bright colors and reasonably convincing kid-made comics add to the considerable appeal of this chapter book. Vocabulary stretch words such as vegetarian, ambitious, and, most important, autobiographical are scattered throughout. VERDICT Sure to be immensely popular, this title also serves as a great introduction to the creative process and to the evolving question of "what is a comic?" Colorful, compelling, and laugh-out-loud funny. Every elementary school library needs this graphic novel.-Paula Willey, Enoch Pratt Free Lib., Baltimore © Copyright 2021. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

Criteria for Selection of Library Materials

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

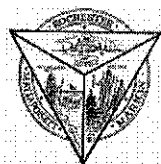
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: *Samuel Acem*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

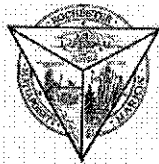
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	The Kingfisher Science Encyclopedia (Kingfisher Encyclopedia 2024) by Taylor, Charles
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: -</div> <div>This book comes from a publisher known for quality children's books. It is ... -</div> <div>Review Status: -</div>

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

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 -

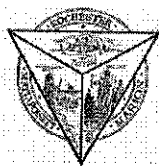
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

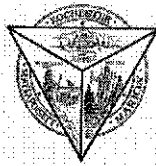
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	Super shark encyclopedia and other creatures of the deep by Harvey, Derek
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A -</div> <div>N/A -</div> <div>Review Status -</div> <p><i>School Library Journal (October 1, 2015)</i> Gr 3-8-This book presents a rare perspective into the creatures of the deep, with engaging images and clear facts. Sharks are the main focus, but there are captivating chapters devoted to many other creatures, including the giant clam, spiny devil fish, sea horse, Gentoo penguin, and sea otter, making this title ideal for research purposes and pleasure reading alike. The animals are divided into five sections: "Amazing Anatomy," "Animal Athletes," "Life Stories," "Supernatural Senses," and "Exploring the Deep." Topics such as size, life span, and diet are featured for each entry, and often charts accompany the facts. Detailed diagrams and large, stunning, colorful photographs complement the captivating text. VERDICT Secure this work as an awe-inspiring resource on sharks and other wildlife of the deep for students and teachers.-Beth McGuire, Hempfield Area School District, Greensburg, PA © Copyright 2015. 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.	<div>Item Meets Criteria -</div>
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).	<div>Item Meets Criteria -</div>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

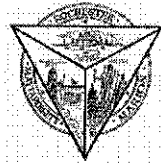
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

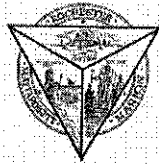
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	Baseball GOATs : the greatest athletes of all time (Sports Illustrated Kids: GOATs) by Berrglund, Bruce Basketball GOATs : the greatest athletes of all time (Sports Illustrated Kids: GOATs) by Berrglund, Bruce Football GOATs : the greatest athletes of all time (Sports Illustrated Kids: GOATs) by Berrglund, Bruce
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>This book comes from a publisher known for quality children's books. It is ... ▾</div> <div>Review Status ▾</div>

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 ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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:

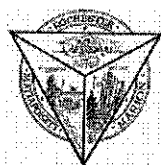
This book meets the criteria for inclusion in the library collection. ▾

Reason:

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

Signed: _____

Saul [Signature]



Old Rochester Regional School District
Massachusetts Superintendency Union #55

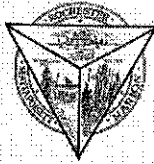
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	Bite, sting, kill! : the incredible science of toxins, venom, fangs & stingers by Beer, Julie <i>National Geographic Kids</i>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: -</div> <div>This book comes from a publisher known for quality children's books. It is ... -</div> <div>Review Status: -</div>

Criteria for Selection of Library Materials

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

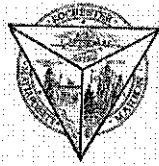
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

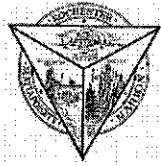
Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	You are a star, Jane Goodall by Robbins, Dean
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>N/A -</p> <p>Review Status: -</p> <p><i>School Library Journal (April 1, 2023)</i> Gr 3-5-In a charming first-person narration, Jane Goodall states how she went to Tanzania to study chimpanzees, but that at first, they kept running away from her. After spending some time on how she grew up in England, she was offered a chance to study chimpanzees when visiting Africa. Goodall grabbed the opportunity and went to Tanzania. The book covers her founding of research centers, travels, and the other significant discoveries and events that have made her the expert she remains to this day. Vivid, colorful cartoon drawings range from full page with a white panel for text and two smaller panels at the bottom calling out additional facts or ideas. Some pages are just a few panels with text in the white space. The back matter includes an author's note, time line, and bibliography. VERDICT Easy and engaging, this is an energetic biography in a pleasing format and a strong first purchase.-Tamara Saarinen © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (February 1, 2023)</i> A warm testimonial to the life and achievements of Jane Goodall, one of the world's most renowned scientists. Not really updating Patrick McConnell's Caldecott Honoree Me... Jane (2011) but offering a fresh and more richly anecdotal recap, Robbins assumes his subject's voice to trace her progress from early immersion in natural history around her British home to adult observations of chimpanzees in Tanzania and eventual emergence as a world-traveling advocate for animal and environmental conservation. Tallying the names she gave numerous pets and chimps as she goes (though the local assistants who first helped her set up camp in Tanzania go unidentified), the narrator explains how she was able to get close enough to her study subjects to see them using tools, partying, and exhibiting other behaviors long thought exclusively human—and used some of what she learned to raise her own child. Along with a bulleted list of suggestions for readers who want to "Be Like Jane," the backmatter includes a summary of Goodall's discoveries and thumbnail profiles of six of her closest chimpanzee friends. In cleanly drawn scenes, Aly places her serenely with human groups diverse of age and race or sitting on the ground and interacting animatedly with smiling simians. (This book was reviewed digitally.) An enticing invitation to be like the courageous and innovative primatologist</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

profiled here. (author's note, timeline, books by and about Goodall)
(Picture-book biography. 5-8)

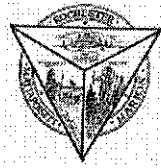
Criteria for Selection of Library Materials

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. ▾



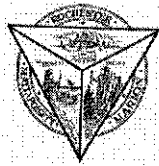
Old Rochester Regional School District
Massachusetts Superintendency Union #55

Reason:

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

Signed:

Samuel Lee



Old Rochester Regional School District
Massachusetts Superintendency Union #55

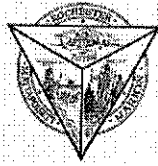
Library Book Donation Review (Form 2)

Date of Receipt:	February 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 16, 2024
Title and Author of Book:	Who Is Simone Biles? (Who Is...? Series) by Loh, Stefanie
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... For Publisher Specific Titles: -</p> <p>Review Status: -</p> <p><i>Horn Book Guide (Fall, 2002)</i> The fast-paced biographies in this series do a good job of revealing the personalities and significant achievements of their subjects. Plentiful black-and-white illustrations and simple prose make the books particularly appealing to reluctant readers, and the brief sidebars never overwhelm the main texts. Each volume has two timelines--one for the subject's life, the other listing concurrent world events. [Review covers these titles: Who Was Albert Einstein?, Who Was Ben Franklin?, Who Was Sacagawea?, Who Was Annie Oakley?.]</p> <p><i>Horn Book Guide (Fall 2003)</i> These short, illustrated books capture the lives of famous individuals with accessible prose. Each book spends considerable time explaining the childhood experiences of its subject and manages to give readers a sense of the individual's personality and motives. All but Tallchief and Houdini have bibliographies. Timeline. [Review covers these Who Was...? titles: Who Is Maria Tallchief?, Who Was Amelia Earhart?, Who Was Harriet Tubman?, Who Was Wolfgang Amadeus Mozart?, and Who Was Harry Houdini?.]</p> <p><i>Horn Book Guide (Spring 2005)</i> A lively biography of the explorer who was the first to sail around the globe, this book not only tells Magellan's life story but details his accomplishments and his failure. Historical notes are interspersed with the accessible narrative, which is illustrated with black-and-white line drawings. Reading list, timelines.</p>

Criteria for Selection of Library Materials

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

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

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

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

Reason:

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

Signed: *Scott A. [Signature]*



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: February 26, 2024

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 31, 2023

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$230,481 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 a total general funding by the town of \$6,836,930.

This total includes the original \$6,816,930 appropriated to the Rochester School District from the May 2023 Town Meeting and the additional \$20,000 approved at the Rochester Finance Committee.

- \$ 6,836,930 – **General Funds Approved**
- \$ 6,606,449 – Obligations Paid Year to Date
- \$ 230,481 - **Remaining Available Funds**

Informational Purposes:

Bristol County Agricultural High School is paid for the Fiscal Year June 30, 2024 obligation in full. The total cost is \$210,932 for the operational budget consisting of tuition, debt and transportation.

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	\$1,000.00	\$1,000.00	(\$1,000.00)	\$0.00	(\$1,000.00)	0.00%
01.305.001.1107.06.37	CONFERENCE EXPENSE	\$0.00	\$505.00	\$505.00	(\$505.00)	\$0.00	(\$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	\$1,880.87	\$1,880.87	\$119.13	\$0.00	\$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	\$1,219.43	\$1,219.43	(\$19.43)	\$0.00	(\$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	\$4,605.30	\$4,605.30	\$5,694.70	\$0.00	\$5,694.70	55.29%
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	\$1,964.08	\$1,964.08	(\$1,964.08)	\$0.00	(\$1,964.08)	0.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,458.00	\$20,416.78	\$20,416.78	\$16,041.22	\$16,034.89	\$6.33	0.02%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$12,741.00	\$6,662.63	\$6,662.63	\$6,078.37	\$4,885.16	\$1,193.21	9.37%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$2,053.17	\$2,053.17	(\$653.17)	\$0.00	(\$653.17)	-46.66%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$734.34	\$734.34	(\$134.34)	\$0.00	(\$134.34)	-22.39%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$4,626.28	\$4,626.28	(\$3,826.28)	\$0.00	(\$3,826.28)	-478.29%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$1,160.00	\$124.16	\$124.16	\$1,035.84	\$0.00	\$1,035.84	89.30%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,492.00	\$14,638.52	\$14,638.52	\$7,853.48	\$10,680.51	(\$2,827.03)	-12.57%
01.305.004.1220.02.02	CLERICAL	\$8,564.00	\$5,178.42	\$5,178.42	\$3,385.58	\$3,001.05	\$384.53	4.49%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$2,427.86	\$2,427.86	(\$1,527.86)	\$0.00	(\$1,527.86)	-169.76%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,086.00	\$15,975.03	\$15,975.03	\$13,110.97	\$10,824.16	\$2,286.81	7.86%
01.305.004.1410.03.02	FINANCE OFFICE	\$32,204.00	\$18,666.54	\$18,666.54	\$13,537.46	\$11,642.32	\$1,895.14	5.88%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,343.00	\$7,656.67	\$7,656.67	\$5,686.33	\$4,905.83	\$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	\$329.47	\$329.47	\$1,670.53	\$0.00	\$1,670.53	83.53%
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	\$641.29	\$641.29	\$1,358.71	\$0.00	\$1,358.71	67.94%
01.305.004.5300.04.21	COPIER RENTAL	\$3,500.00	\$290.90	\$290.90	\$3,209.10	\$0.00	\$3,209.10	91.69%
	Dept: SUPERINTENDENTS OFFICE - 004	\$168,873.00	\$102,386.14	\$102,386.14	\$66,486.86	\$61,973.92	\$4,512.94	2.67%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.00	\$108,938.95	\$108,938.95	\$23,688.05	\$36,625.65	(\$12,937.60)	-9.75%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$114,678.00	\$78,971.40	\$78,971.40	\$35,706.60	\$35,098.43	\$608.17	0.53%
01.305.007.2210.02.09	CLERICAL	\$45,463.00	\$26,229.75	\$26,229.75	\$19,233.25	\$19,235.10	(\$1.85)	0.00%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$20,195.00	\$10,759.08	\$10,759.08	\$9,435.92	\$9,357.72	\$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	\$2,921.84	\$2,921.84	\$578.16	\$3,508.16	(\$2,930.00)	-83.71%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$14,000.00	\$19,009.76	\$19,009.76	(\$5,009.76)	\$441.37	(\$5,451.13)	-38.94%
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	\$1,561.97	\$1,561.97	(\$1,311.97)	\$0.00	(\$1,311.97)	-524.79%
01.305.007.2217.06.37	CONFERENCES	\$0.00	\$350.00	\$350.00	(\$350.00)	\$0.00	(\$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	\$145.00	\$145.00	\$1,355.00	\$0.00	\$1,355.00	90.33%
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	\$4,496.80	\$4,496.80	\$4,503.20	\$3,303.20	\$1,200.00	13.33%
	Dept: ADMINISTRATION REG DAY - 007	\$346,263.00	\$256,476.63	\$256,476.63	\$89,786.37	\$107,569.63	(\$17,783.26)	-5.14%
01.305.010.2305.01.03	TEACHERS	\$1,875,871.00	\$1,043,144.36	\$1,043,144.36	\$832,726.64	\$993,803.87	(\$161,077.23)	-8.59%
01.305.010.2324.01.34	LONG TERM SUB- PROFESSIONAL	\$0.00	\$7,616.74	\$7,616.74	(\$7,616.74)	\$0.00	(\$7,616.74)	0.00%

Rochester Public Schools

FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$29,570.50	\$29,570.50	\$20,429.50	\$0.00	\$20,429.50	40.86%
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	\$317.28	\$317.28	\$4,682.72	\$0.00	\$4,682.72	93.65%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$265.00	\$265.00	\$11,735.00	\$0.00	\$11,735.00	97.79%
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	\$2,295.00	\$2,295.00	(\$2,295.00)	\$0.00	(\$2,295.00)	0.00%
	Dept: CLASSROOM TEACHERS - 010	\$1,955,871.00	\$1,085,722.57	\$1,085,722.57	\$870,148.43	\$993,803.87	(\$123,655.44)	-6.32%
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	\$143,888.98	\$143,888.98	\$77,236.02	\$161,637.66	(\$84,401.64)	-38.17%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$71,308.00	\$55,473.84	\$55,473.84	\$15,834.16	\$46,674.42	(\$30,840.26)	-43.25%
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	\$200,862.82	\$200,862.82	\$93,920.18	\$208,312.08	(\$114,391.90)	-38.81%
01.305.016.2305.01.03	TEACHERS	\$96,612.00	\$53,494.44	\$53,494.44	\$43,117.56	\$44,949.56	(\$1,832.00)	-1.90%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$50.02	\$1,999.98	97.56%
	Dept: ART PROGRAM - 016	\$98,662.00	\$53,494.44	\$53,494.44	\$45,167.56	\$44,999.58	\$167.98	0.17%
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	\$59,693.57	\$59,693.57	\$59,175.43	\$50,374.33	\$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	\$60,672.57	\$60,672.57	\$60,246.43	\$50,374.33	\$9,872.10	8.16%
01.305.024.2300.05.23	SUPPLIES	\$0.00	\$655.48	\$655.48	(\$655.48)	\$0.00	(\$655.48)	0.00%
01.305.024.2305.01.03	TEACHERS	\$19,367.00	\$5,333.30	\$5,333.30	\$14,033.70	\$8,533.20	\$5,500.50	28.40%
01.305.024.2356.06.37	TRAVEL & CONFERENCES	\$0.00	\$124.38	\$124.38	(\$124.38)	\$175.62	(\$300.00)	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	\$6,113.16	\$6,113.16	\$15,303.84	\$8,708.82	\$6,595.02	30.79%
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	\$57,235.58	\$57,235.58	\$47,757.42	\$48,407.42	(\$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%
01.305.040.2501.05.23	BOOKS & MAGAZINES	\$0.00	\$290.74	\$290.74	(\$290.74)	\$348.81	(\$639.55)	0.00%
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	\$60,711.58	\$60,711.58	\$46,331.42	\$49,006.23	(\$2,674.81)	-2.50%
01.305.043.2305.01.03	TEACHERS	\$160,296.00	\$75,751.62	\$75,751.62	\$84,544.38	\$64,202.80	\$20,341.58	12.69%
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	\$76,415.53	\$76,415.53	\$85,930.47	\$64,202.80	\$21,727.67	13.38%
01.305.049.2305.01.03	TEACHERS	\$126,287.00	\$68,845.98	\$68,845.98	\$57,441.02	\$58,060.62	(\$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	\$71,186.96	\$71,186.96	\$57,150.04	\$58,060.62	(\$910.58)	-0.71%
01.305.052.2305.01.03	TEACHERS	\$105,448.00	\$57,690.58	\$57,690.58	\$47,757.42	\$48,657.42	(\$900.00)	-0.85%

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
01.305.052.2430.05.23	SUPPLIES	\$2,050.00	\$7,009.38	\$7,009.38	(\$4,959.38)	\$0.00	(\$4,959.38)	-241.92%
	Dept: SCIENCE - 052	\$107,498.00	\$64,699.96	\$64,699.96	\$42,798.04	\$48,657.42	(\$5,859.38)	-5.45%
01.305.055.2430.05.23	SUPPLIES	\$2,050.00	\$6,323.08	\$6,323.08	(\$4,273.08)	\$0.00	(\$4,273.08)	-208.44%
	Dept: SOCIAL STUDIES - 055	\$2,050.00	\$6,323.08	\$6,323.08	(\$4,273.08)	\$0.00	(\$4,273.08)	-208.44%
01.305.061.2351.04.03	CURRICULUM - PROGRAMING & DEVE	\$30,000.00	\$13,043.30	\$13,043.30	\$16,956.70	\$10,434.64	\$6,522.06	21.74%
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$6,164.01	\$6,164.01	(\$1,164.01)	\$15.90	(\$1,179.91)	-23.60%
01.305.061.2356.01.03	PD Stipends - Curriculum	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.305.061.2415.06.37	CURRICULUM - TRAVEL	\$3,000.00	\$511.50	\$511.50	\$2,488.50	\$511.50	\$1,977.00	65.90%
01.305.061.2430.05.23	ACADEMIC SUPPLIES	\$0.00	\$34.78	\$34.78	(\$34.78)	\$0.00	(\$34.78)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$45,500.00	\$19,753.59	\$19,753.59	\$25,746.41	\$10,962.04	\$14,784.37	32.49%
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	\$44,587.90	\$44,587.90	\$38,468.10	\$38,820.10	(\$352.00)	-0.42%
01.305.076.3200.03.34	SUBSTITUTES - NURSES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.076.3200.05.23	SUPPLIES	\$2,050.00	\$1,957.34	\$1,957.34	\$92.66	\$0.00	\$92.66	4.52%
	Dept: HEALTH SERVICES - 076	\$86,106.00	\$46,545.24	\$46,545.24	\$39,560.76	\$39,070.10	\$490.66	0.57%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$327,000.00	\$171,999.78	\$171,999.78	\$155,000.22	\$155,000.22	\$0.00	0.00%
01.305.079.3300.06.41	FUEL ESCULATION COST	\$16,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$16,000.00	100.00%
	Dept: TRANSPORTATION REG DAY - 079	\$343,000.00	\$171,999.78	\$171,999.78	\$171,000.22	\$155,000.22	\$16,000.00	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	\$0.00	\$1,091.00	\$1,091.00	(\$1,091.00)	\$0.00	(\$1,091.00)	0.00%
	Dept: MISCELLANEOUS - 085	\$2,200.00	\$1,091.00	\$1,091.00	\$1,109.00	\$0.00	\$1,109.00	50.41%
01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,194.00	\$10,212.28	\$10,212.28	\$6,981.72	\$6,537.02	\$444.70	2.59%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$57,000.00	\$39,520.13	\$39,520.13	\$17,479.87	\$17,541.87	(\$62.00)	-0.11%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$150,700.00	\$95,291.24	\$95,291.24	\$55,408.76	\$44,708.76	\$10,700.00	7.10%
01.305.088.4120.04.17	HEAT	\$68,000.00	\$29,198.22	\$29,198.22	\$38,801.78	\$30,801.78	\$8,000.00	11.76%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$4,083.55	\$4,083.55	\$4,916.45	\$2,916.45	\$2,000.00	22.22%
01.305.088.4130.04.16	ELECTRICITY	\$161,000.00	\$96,338.15	\$96,338.15	\$64,661.85	\$35,661.85	\$29,000.00	18.01%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$9,500.00	\$3,474.29	\$3,474.29	\$6,025.71	\$1,575.71	\$4,450.00	46.84%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$8,500.00	\$7,455.65	\$7,455.65	\$1,044.35	\$1,063.22	(\$18.87)	-0.22%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$16,500.00	\$59,172.16	\$59,172.16	(\$42,672.16)	\$8,635.62	(\$51,307.78)	-310.96%
01.305.088.4220.04.36	MAINTENANCE OF BUILDINGS - RES	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	0.00%
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	\$6,397.99	\$6,397.99	\$802.01	\$3,602.01	(\$2,800.00)	-38.89%
01.305.088.4220.05.28	SUPPLIES	\$0.00	\$15,957.96	\$15,957.96	(\$15,957.96)	\$1,042.04	(\$17,000.00)	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	\$20,393.65	\$20,393.65	(\$10,393.65)	\$4,580.04	(\$14,973.69)	-149.74%
01.305.088.7400.04.30	REPLACEMENT OF EQUIPMENT	\$0.00	\$2,330.50	\$2,330.50	(\$2,330.50)	\$669.50	(\$3,000.00)	0.00%
	Dept: OPERATION & MAINTENANCE - 088	\$540,594.00	\$409,825.77	\$409,825.77	\$130,768.23	\$159,335.87	(\$28,567.64)	-5.28%
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	\$37,257.82	\$37,257.82	\$40,032.18	\$23,245.90	\$16,786.28	21.72%
01.305.093.2204.04.33	IN SERVICE TRAINING	\$0.00	\$4,837.83	\$4,837.83	(\$4,837.83)	\$0.00	(\$4,837.83)	0.00%
01.305.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$9,536.17	\$9,536.17	(\$9,536.17)	\$0.00	(\$9,536.17)	0.00%
01.305.093.2430.05.05	TECHNOLOGY GENERAL SUPPLIES	\$0.00	\$3,597.64	\$3,597.64	(\$3,597.64)	\$1,200.00	(\$4,797.64)	0.00%
01.305.093.2430.05.23	SOFTWARE	\$10,000.00	\$11,584.20	\$11,584.20	(\$1,584.20)	\$0.00	(\$1,584.20)	-15.84%

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
01.305.093.2450.05.23	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	\$14,500.00	\$11,214.72	\$11,214.72	\$3,285.28	\$0.00	\$3,285.28	22.66%
	Dept: COMPUTER PROGRAM - 093	\$121,790.00	\$79,002.38	\$79,002.38	\$42,787.62	\$24,445.90	\$18,341.72	15.06%
01.305.100.1435.04.36	LEGAL EXPENSE - SPEC ED	\$15,000.00	\$1,074.50	\$1,074.50	\$13,925.50	\$13,925.50	\$0.00	0.00%
01.305.100.2105.04.33	ASSOCIATION DUES	\$0.00	\$128.85	\$128.85	(\$128.85)	\$0.00	(\$128.85)	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$23,217.00	\$8,699.30	\$8,699.30	\$14,517.70	\$13,157.89	\$1,359.81	5.86%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,740.00	\$6,863.10	\$6,863.10	\$4,876.90	\$4,052.27	\$824.63	7.02%
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	\$4.30	\$4.30	\$145.70	\$0.00	\$145.70	97.13%
01.305.100.4130.04.15	TELEPHONE	\$150.00	\$31.81	\$31.81	\$118.19	\$0.00	\$118.19	78.79%
01.305.100.4230.04.31	SOFTWARE LICENSE	\$3,000.00	\$4,042.53	\$4,042.53	(\$1,042.53)	\$0.00	(\$1,042.53)	-34.75%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$59,757.00	\$22,693.39	\$22,693.39	\$37,063.61	\$31,135.66	\$5,927.95	9.92%
01.305.102.2305.01.03	TEACHERS	\$50,279.00	\$14,664.44	\$14,664.44	\$35,614.56	\$11,639.48	\$23,975.08	47.68%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$62,951.00	\$34,812.27	\$34,812.27	\$28,138.73	\$28,695.89	(\$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	\$145.30	\$101.13	10.11%
	Dept: PROJECT GROW - 102	\$114,730.00	\$50,230.28	\$50,230.28	\$64,499.72	\$40,480.67	\$24,019.05	20.94%
01.305.103.2300.05.24	SUPPLIES	\$0.00	\$155.48	\$155.48	(\$155.48)	\$0.00	(\$155.48)	0.00%
01.305.103.2305.01.03	TEACHERS	\$537,994.00	\$282,042.10	\$282,042.10	\$255,951.90	\$279,165.52	(\$23,213.62)	-4.31%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$170,913.00	\$70,859.35	\$70,859.35	\$100,053.65	\$59,576.20	\$40,477.45	23.68%
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	\$1,264.65	\$1,264.65	\$2,235.35	\$735.35	\$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	\$20,747.29	\$20,747.29	(\$5,747.29)	\$0.00	(\$5,747.29)	-38.32%
	Dept: LEARNING SUPPORT CENTER - 103	\$730,207.00	\$375,268.87	\$375,268.87	\$354,938.13	\$339,477.07	\$15,461.06	2.12%
01.305.118.2305.01.03	TEACHERS	\$210,886.00	\$115,371.16	\$115,371.16	\$95,514.84	\$97,314.84	(\$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	\$1,281.78	\$1,281.78	\$718.22	\$0.00	\$718.22	35.91%
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	\$117,051.94	\$117,051.94	\$149,584.06	\$97,314.84	\$52,269.22	19.60%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$21,812.40	\$21,812.40	(\$21,812.40)	\$15,995.70	(\$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	\$2,397.77	\$2,397.77	\$67,602.23	\$1,476.73	\$66,125.50	94.47%
01.305.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$13,675.00	\$13,675.00	\$11,325.00	\$11,325.00	\$0.00	0.00%
01.305.121.2800.04.35	THERAPY	\$118,000.00	\$51,907.13	\$51,907.13	\$66,092.87	\$33,089.32	\$33,003.55	27.97%
	Dept: SUPPORT SERVICES - 121	\$259,364.00	\$90,352.30	\$90,352.30	\$169,011.70	\$61,886.75	\$107,124.95	41.30%
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	\$106,008.02	\$106,008.02	\$86,254.98	\$90,100.98	(\$3,846.00)	-2.00%

Rochester Public Schools

FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.127.2800.01.03	PSYCHOLOGY	\$78,723.00	\$29,791.16	\$29,791.16	\$48,931.84	\$25,535.24	\$23,396.60	29.72%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$1,862.98	\$1,862.98	\$137.02	\$0.00	\$137.02	6.85%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$4,587.00	\$4,587.00	\$4,413.00	\$2,418.00	\$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	\$142,249.16	\$142,249.16	\$142,136.84	\$118,304.22	\$23,832.62	8.38%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$81,665.30	\$44,541.10	\$44,541.10	\$37,124.20	\$37,124.20	\$0.00	0.00%
01.305.130.3300.06.44	TRANSPORTATION - DAY PROGRAMS	\$80,000.00	\$15,061.25	\$15,061.25	\$64,938.75	\$20,446.48	\$44,492.27	55.62%
01.305.130.3300.06.45	TRANSPORTATION - PRESCHOOL	\$7,334.70	\$0.00	\$0.00	\$7,334.70	\$0.00	\$7,334.70	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	\$59,602.35	\$59,602.35	\$119,397.65	\$57,570.68	\$61,826.97	34.54%
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	\$14,607.00	\$14,607.00	\$48,591.00	\$16,440.00	\$32,151.00	50.87%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$120,000.00	\$69,853.29	\$69,853.29	\$50,146.71	\$39,559.01	\$10,587.70	8.82%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$275,198.00	\$84,460.29	\$84,460.29	\$190,737.71	\$55,999.01	\$134,738.70	48.96%
Grand Total:		\$6,836,930.00	\$3,719,797.08	\$3,719,797.08	\$3,117,132.92	\$2,886,652.33	\$230,480.59	3.37%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: February 2024
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.
- Had a successful week serving the students in the Math Acceleration Program.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to grow strong.

Students Receiving Free and Reduced Meals:

Free: 121 → 25%

Reduced: 18 → 4%

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%	1918	28%	4265	62%
January	2147	25%	5377	62%	2753	28%	5782	61%
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>



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
From: Heidi Letendre, Interim Principal
Re: Principal's Report-School Committee Meeting on February 29, 2024
Date: February 23, 2024

4th Grade Chorus:

- The 4th Grade Annual Chorus Concert was very well attended on Thursday, February 1, 2024. The theme of the concert was about Adventures and Challenges.
- Several students had individual or small group parts during the performance and our students' confidence and musical talent shined through.
- Congratulations to Mrs. Audette and our 4th grade teachers for the support and encouragement they provided to our students.

After-school Activities

- Winter activities just finished up in mid to late February
- Spring after-school activities begin the week of March 4th. There are about 23 different after-school activities for students to choose from for the spring.

Staffing

- RMS welcomed Mrs. Laprise, music teacher, back on Monday, February 12, 2024
- We were thankful to have Mr. Pedro Silva as her long term substitute. Mr. Silva did a great job stepping into this position, especially during our holiday concert season.
- RMS welcomes Susan Raposa, special education teacher as a long term substitute for Mrs. Russo. She joins us with many years of experience as a special educator.
- Congratulations to Mr. Cote for the birth of his first child in February
- Congratulations to Mrs. Russo for the birth of her first child in January

Celebrations Committee:

- The Celebrations Committee coordinated Football Friday on February 9th where we encouraged everyone to wear their football jersey or the colors of the team they hoped to win the Super Bowl
- The committee also organized a Super Bowl style lunch for staff where everyone donated various appetizers

Student Ambassadors:

- The Ambassadors celebrated Random Acts of Kindness Week in February
- Students visited each classroom to present the idea of creating a "Blizzard of Kindness" where students are recognized for their kindness and snowflakes with their names on them are displayed on the bulletin board in the main entrance of the school.



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

Project 351:

- Project 351 students presented their social situation scenarios to our 2nd and 3rd grade students and will present them to 4th, 5th and 6th grade students in the next couple of weeks

Curriculum and Assessment Updates:

- Middle of the Year Data meetings took place the week of February 12th with Hill for Literacy
- During this time, educators reviewed student data and identified instructional focus areas and intervention groups
- Interventionists collaborated with teachers to identify students needing additional instructional services paired with classroom teacher instruction

School Council Meeting:

- Tuesday, March 5th, 3:30-4:30 PM

Upcoming Dates:

- Wednesday, March 6th Early Release Day for Faculty Professional Development
- Tuesday, March 5th, Grade 3 attends Symphony Concert at New Bedford High School
- Friday, March 8th is the 1st Grade Movie Night
- The FORM Chorus concert grades 5-12 is on March 5th at ORRHS
- The FORM Band concert grades 5-12 is on March 12th (Both at 6:30 PM)
- Wednesday, March 13th, Staff Meeting
- Next PTO Meeting is Tuesday, March 12th at 3:10 PM

RMS MCAS Testing Schedule:

Grade 6:

ELA: April 1 and April 2, 2024

Math: May 13 and May 14, 2024

Grade 5:

ELA: March 26 and March 27, 2024

Math: April 29 and April 30, 2024

Science: May 16 and May 17, 2024

Grade 4:

ELA: April 4 and April 5, 2024

Math: May 2 and May 3, 2024

Grade 3 MCAS Testing Dates:

ELA: April 9 and April 10, 2024

Math: May 6 and May 7, 2024



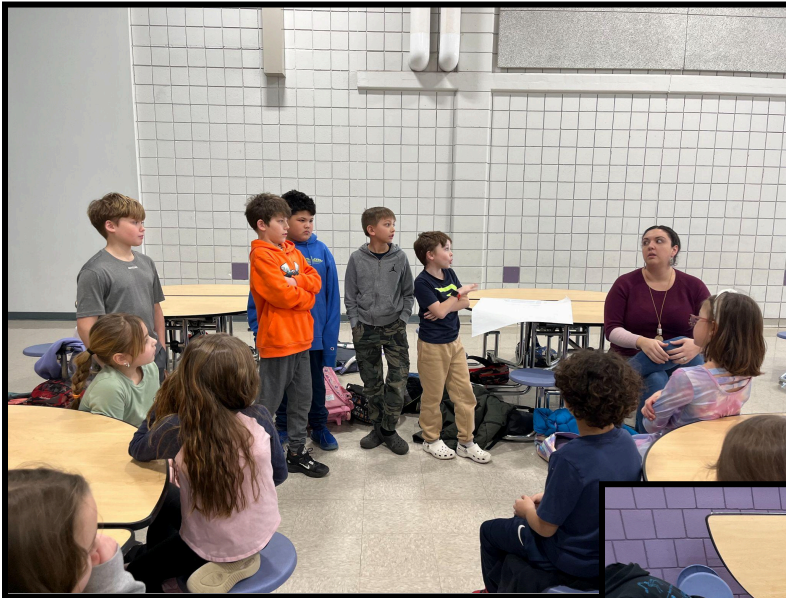
Rochester Memorial School
16 Pine Street~Rochester, MA 02770
(508) 763-2049



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

Charles West, Assistant Principal
charleswest@oldrochester.org

Project 351 Ambassadors Running 2nd Grade Groups



Bus Driver Appreciation Breakfast



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

RMS 4th Grade Chorus Concert February 2024

