

1 ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

April 4, 2024

Regular meeting of the Rochester School Committee was held on Thursday, April 4, 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, arrived 6:52pm).

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 6:31pm 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.

FY25 SCHOOL CHOICE PUBLIC HEARING

MOTION: Ms. Duggan to open the public hearing at 6:34pm

SECONDED: Ms. Rounseville

MOTION PASSED (4:0)

Superintendent Nelson commented that historically Rochester Memorial School has not participated in school choice. Based on enrollment conversations, budget planning did not include any additional students.

Ms. Fernandes agreed, that enrollment has always guided decisions about school choice.

Ms. Rounseville agreed with Ms. Fernandes and added that financially, the benefits do not outweigh the financial implications.

Ms. Duggan agreed.

There were no public comments.

MOTION: Ms. Rounseville to close the public hearing at 6:37pm

SECONDED: Ms. Duggan

MOTION PASSED (4:0)

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of February 29, 2024

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of February 29, 2024 as presented

SECONDED: Ms. Fernandes

MOTION PASSED (4:0)

1. C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the Budget Subcommittee minutes of March 13, 21 and 26, 2024

MOTION: Ms. Rounseville to approve the Budget Subcommittee Meeting minutes of March 13, 21 and 26, 2024 as presented

SECONDED: Ms. Fernandes

MOTION PASSED (4:0)

IV. General

A. School Choice Vote

Recommendation:

That the School Committee vote on School Choice for the 2024-2025 school year.

MOTION: Ms. Rounseville to opt-out of school choice for the 2024-2025 school year due to enrollment

SECONDED: Ms. Fernandes

MOTION PASSED (4:0)

B. Approval of Student Opportunity Act

Recommendation:

That the School Committee review the Student Opportunity Act.

Dr. Fedoworicz presented an overview to the school committee of the Student Opportunity Act (SOA). The SOA is developed as a requirement from DESE and includes feedback from three public forums and over 200 responses by members of the school community. Please see appendix A.

MOTION: Ms. Rounseville to approved the Student Opportunity Act (SOA) as presented

SECONDED: Ms. Duggan

MOTION PASSED (4:0)

C. IEP Improvement Presentation

Recommendation:

That the School Committee hear a presentation of the updates to the IEP.

Superintendent Nelson shared that as the school committee has heard updates from himself, Mr. Davidson and now Ms. Lincoln, the state has updated the Individualized Education Program (IEP) form. Ms. Lincoln provided a presentation of the updates to the new IEP form. The new form was provided to the school committee as well. Please see appendix B.

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

\$1,000 from community member William Goldsmith to be used towards gym equipment.

Ms. Letendre shared the RMS is the winner of the 2023 Cranberry Country PMC Kids Ride “Challenge Within A Challenge”. This means that RMS’s school team raised the highest average amount of money per student for the 2023 Cranberry Country PMC Kids Ride. As a result, one of the ride’s corporate sponsors, LifeTime Financial Strategies, LLC is going to donate \$1,000 to RMS for the purchase of gym equipment.

MOTION: Ms. Fernandes to approved the \$1,000 from Mr. Goldsmith as presented

SECONDED: Ms. Rounseville

MOTION PASSED (5:0)

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

The following books from community members Nicole and Greg Hardy: “Life Skills for Kids” by Karen Harris, “Inspiring Stories for Amazing Boys” by Emily Green, “Inspiring Stories for Amazing Girls” by Eva Kinsley, “Elephants Are Not Birds, Saga One” by Ashley St. Clair, “Good Bears Always Tell the Truth (Cubs to Bears)”, “Otto’s Tales Today is Flag Day” by PragerU, “Otto’s Tales Today is Father’s Day” by PragerU, “Otto’s Tales Today is Mother’s Day” by PragerU, “Otto’s Tales Today is Thanksgiving” by PragerU and “What Should Danny Do? On Vacation!” by Ganit and Adir Levey.

Superintendent Nelson shared that the school librarian Ms. Sollauer completed the book review donation forms, which has been shared with the school committee in the back-up information. He said that due to the lack for professional reviews for these books, Ms. Sollauer concluded that they do not meet the library collections criteria. Ms. Letendre agreed that they received the donation and a professional review was conducted. Superintendent Nelson added that ultimately the decision is with the school committee.

MOTION: Ms. Duggan to unfortunately decline the donation due to the fact the school will be unable to have the books in the library.

Discussion:

A community member spoke from the audience asking if she gets to present her items like everyone else. Chairperson Hartley said no, there is a process, which was followed. The community member commented the policy needs to change. She continued stating morals and values are not important to the school? Chairperson Hartley explained she was out of order. The community member continued that she did not care if she was out of order. She wants everyone to hear what these books are about morals and values and that the policy needs to change.

SECONDED: Ms. Rounseville

Further Discussion:

Ms. Fernandes asked to look at the selection policy for instructional materials IJJ/ IJK/IJKA so on. She said that in section A it says, a library/media specialist will use reputable, unbiased, professional prepared selection aids. The following recommended sources shall be consulted in the selection of materials, but selection is not limited to these sources; Children’s Catalog, Elementary School

Library Collection, Bulletin of the Center for Children's Books, Horn Book, Booklist, School Library Journal, Reference Books for School Libraries, Wilson's Junior High School Catalog and Wilson's High School Catalog. Ms. Fernandes asked "but selection is not limited to these sources" is there an explanation for that? What does that mean? When you are searching for the books, you would use these sources she asked. Superintendent Nelson said that is his understanding and Dr. Fedorowicz agreed. Ms. Fernandes continued to ask if the books do not show in those particular resources, do you look elsewhere because selection is not limited to these sources. Superintendent Nelson said it is at the discretion of the librarian but he does not know of any other sources they may use. Ms. Fernandes continued that these are rich books, she reviewed them, although she is not a librarian, they are rich books. We also have classroom staff that bring books into their classroom libraries and there was previously discussion about that and previous administration said those books were checked by the librarian as well. She said if there are other resources, if a Google search is conducted and another resource is found that reviewed the book to say that it is appropriate for public school children and with an age bracket, with that be sufficient. She said if the books were looked into that way and a review was provided to the librarian and the standards committee, she aside if that would be sufficient. Superintendent Nelson said they do defer to the librarian as he has said publicly numerous times but in terms of which source the librarian specifically used in this situation, that information could be asked of her. Ms. Fernandes said it should be looked at. If we have community members who are offering to read and review themselves and purchase books, they should at least be considered if there are other reviewing resources.

Ms. Rounseville asked to confirm the motion was to decline the donation.

MOTION PASSED (4:1)

ROLL CALL: Hartley: yes, Rounseville: yes, Chisholm: yes, Duggan: yes, Fernandes: no

A community member asked why wouldn't this item be tabled based on Ms. Fernandes' comments of other resources. Chairperson Hartley said she may comment during public comment. Another community member said they do not let anyone speak, that is the problem. Everyone else gets to bring their agenda and talk about their items. Her item is on the agenda and she does not get to talk about her item. Chairperson Hartley said she was out of order. The community member continued that her child has been bullied in this school quite a few times and these books would actually help some children.

E. Approval of Fundraiser

Recommendation:

That the School Committee review the fundraiser Double Good for the 6th grade class.

Superintendent Nelson introduced Ms. Forns who shared that the 6th grade parents would like to use this Double Good fundraiser selling popcorn to support the carnival games for the 6th grade class. The carnival has been happening for a few years now. 50% of every purchase of the popcorn would go to the 6th grade students.

School Committee Feedback:

Ms. Rounseville asked if all the money raised would be pooled together. Ms. Forns confirmed, yes.

MOTION: Ms. Rounseville to approve the Double Good fundraiser as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

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

F. Parent Volunteers Discussion

Recommendation:

That the School Committee discuss parent volunteers.

Ms. Fernandes shared that she asked this agenda item be added because she had a couple of questions. She wondered if parent volunteers were up and running in every classroom because she recalled it had stopped during Covid and she thought maybe parents may want to know. Ms. Letendre said they have many volunteers and as they know, CORI is required. Classroom teachers that want volunteers will solicit through the PTO or through their own classroom parents. Ms. Fernandes asked how parents find out, she noted information in the handbook. Ms. Letendre said teachers that want volunteers reach out to the families of their current student population or to the PTO.

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 \$117,122 available of the general funds appropriated in the 2024 Fiscal Year.

\$ 6,836,930 - General Funds Approved

\$ 6,719,808 – Obligations Paid Year to Date

\$ 117,122 - 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) as follows:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Currently preparing to service the April Acceleration Academy during break.
- Currently working on procuring food and supplies for next year.
- Currently have a 3-hour vacancy at the ORR campus.
- Meal participation continues to grow strong.

3. Facilities Report

Recommendation:

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

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

- State elevator inspection completed.
- Repaired ADA exit door.
- Prepared ground support equipment for Spring/summer operations.
- Conducted routine maintenance on all facility equipment and systems.

CHAIRPERSON'S REPORT:

Chairperson Hartley thanked the school committee for their hard work during the budget season in preparation of the upcoming town meeting. She also shared that prior this evening's meeting, the Superintendent's Goals subcommittee met so in the coming weeks all school committee members will receive the paperwork and evaluation forms for the Superintendent's evaluation.

CENTRAL OFFICE ADMINISTRATOR'S REPORT:

Superintendent Nelson shared with the school committee that the Superintendent's monthly newsletter was released recently and to review the stories and information if they had not had a chance yet. He also shared that the April Acceleration Academy will be taking place during school vacation week again since the grant was received.

Dr. Fedorowicz stated the following:

We continue to work with HILL for Literacy on implementation training, data informed instruction and Science of reading. The routines in place and the confidence in the classroom have been amazing since the beginning of the year. A special thanks to our teachers and principals for the rollout. As a side note, I also would like to just reiterate that a lot of effort comes with the change and in many cases, there is likely to be an implementation dip which might be reflected this year's MCAS scores. It is temporary but does sometimes come with a big change in curriculum...no matter the subject. We are wrapping up learning walks in the next few weeks. RMS had their last learning walk in February. In working with the Instructional Council, we are looking and possibly expanding this to teachers to attend next year. Wednesday, March 6 was our last PD day. Our teachers will be focusing on Data Analysis, Small Group Planning and Progress Monitoring with the new literacy curriculum implementation. The last PD day for the year will be on June 5. New teachers had a chance to meet with mentors at our last meeting to discuss the end of the year. We have two more meetings and looking forward to Rose Bowman coming in to talk about parent teacher communication. Project 351 Playbook had another workshop on March 19th 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. What a fantastic performance by our musically talented students and teachers! Both the chorus and band had an amazing turnout and the kids did such a wonderful job! Katie Greer came to the JrHS on Monday, March 25th to speak to our students and then we had a parent session in the evening. Katie is an expert on digital safety and spoke to our students about how to be responsible consumers and producers when it comes to social media and technology. A special thank you to the ORR High School Ambassadors who assisted with the event and the local public health nurses who assisted with a grant.

PRINCIPAL'S REPORTS

Ms. Letendre reported the following:

Form Concerts:

- Congratulations to our 5th and 6th grade students who performed at the F.O.R.M. concert early in March. On March 5th our chorus students performed and on March 12th our band students performed individually and then performed collectively with all the bands across the district. Both evenings highlighted the many talented musicians across the district. Congratulations to all and to our very own musicians, Ms. Susan Audette, chorus teacher and Mrs. Kaitlyn Laprise, band teacher.

Assembly:

- RMS students got to experience a Musical Journey through the Caribbean with the Manguito Band. Students listened to music from Cuba, Dominican Republic and Puerto Rico. This interactive musical presentation set a positive vibe to start our day on Tuesday, March 12th. Thank you to our amazing PTO for sponsoring this event.

Katie Greer

- Katie Greer came to RMS on Monday, March 25th to speak to our 4th, 5th & 6th Grade students. Katie is an expert on digital safety and spoke to our students about how to be responsible consumers and producers when it comes to social media and technology.

Student Ambassadors:

- The RMS Student Ambassadors are planning a Talent Show for Thursday, April 25th. This event is open to all students and individual and group performances welcome
- Permission slips due in the front office by Monday, April 1, 2024.
- Auditions will be held during school with Mrs. Cruz & Mrs. Pacheco on Friday, April 12

Project 351:

- Project 351 students attended their 4th and final workshop at the high school, which was led by Mrs. Millette and the high school student leaders. Our students learned more about autism and engaged in discussions on how to support peers in various social situations. The students discussed what it means to be an upstander opposed to a bystander.
- As a school, we recognized and supported Nation Down Syndrome Day on March 21st.
- A 5th grade student, Zachary Jupin, presented to his peers what Down Syndrome is and shared his personal experience growing up with a sibling with Down Syndrome.

Curriculum and Assessment Updates:

- First grade continues to engage in their annual Project-Based Learning focused on Africa. Each 1st grade classroom has adopted an animal to study and learn all about. As part of this work, the first grade team held a Movie Night where students watched Madagascar. Each first grader had a scheduled 10 minute working session at the concession stand where they practiced their math and money skills.
- The Middle of the Year, MOY, DIBELS assessment has been analyzed and Tiered Intervention groups have been identified.
- Monthly meetings with Hill for Literacy are taking place. The focus has been on identifying students' instructional focus areas and learning more about the Into Reading Curriculum.
- Students either receive intervention within their classroom or through our reading and math interventionists. The goal is to increase student performance in both reading and math. Intervention groups usually run about 6 weeks and progress monitoring in ELA is conducted either monthly or bi-weekly.

Meetings and School Events:

School Council

- Tuesday, April 2nd, 3:30-4:30 PM

PTO Meeting

- Tuesday, April 9th, 3:10-4:00 PM

Staff Meeting:

- Wednesday, April 3rd, 3:05-4:05 PM
- Wednesday, May 4th, 3:05-4:05 PM

Pan-Mass Challenge Presentation:

- Friday, April 12th
- School Presentation at 2:15 PM

Steamapalooza

- Save the Date, Thursday, May 16th 5:30-6:30
- The 3rd Grade Recorder Concert is this night as well from 6:30-7:00 PM in the RMS cafeteria.

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

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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

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – Superintendent Nelson shared good news that the budget was approved last week and the Finance Director did not require any additional reductions. Capital Planning also voted unanimously to recommend asphalt repairs and seal coating and an overhaul of two HVAC units at RMS for the upcoming Town Meeting.
2. ORR District School Committee – Mr. Chisholm said they last met on March 7th and will meet again on April 11th.
3. SMEC – Ms. Fernandes reported they met on March 20th. They approved minutes, discussed COLA salary scales and adult service wages which were both approved. The next meeting is April 30th.
4. READS – Superintendent Nelson reported they last met on March 14th. Typical business was handled including approving minutes, Director's reports, discussion of FY25 tuition and fees, and accepted the Executive Director's recommendation to accept a new staff member.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they met on March 14th and heard a presentation from the Southcoast Community foundation and the yhave streamlined the application process to an online format. There is about \$7,000 available in grants so she encouraged applications, which are due by May 10th.
6. Early Childhood Council – Ms. Duggan reported the last meeting was set for March was canceled and there is not yet a new date set for it, so the next meeting is likely to be the final planned meeting of the academic year, May 15, 2024.
7. Equity Subcommittee – Mr. Chisholm reported they last met on March 28th and meet again on May 23rd.

IX. Future Business

A. Timeline

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

Rochester School Committee

June 6, 2024 at 6:30pm
Hybrid Format

Joint School Committee

June 20, 2024 at 6:30pm
Hybrid Format

B. FUTURE AGENDA ITEMS

- 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.

Karen Thomas of Rochester stated the following: *I wanted to speak a little bit about the books that were donated and at the last school committee meeting I was at, a challenged book was discussed. People commented that they want to protect the freedom to read for all people. Concern for families, communities who suffer when freedom to read is challenged or taken away. A book may not be for every reader but one book may be important to an individual. So what about these books? What if they really benefit someone? Life skills. Maybe it's important to someone? Life skills was brought up twice in your discussion, obviously it's important. Life skills for kids is very important. A book about Flag Day, about mothers, fathers, Thanksgiving, etc. I understand there is a criteria the librarian follows. One of the things is to gain awareness of our diverse society. Selected for their strength, the books, because they have value. Supporting and fostering an appreciation for informational and recreational reading. As was discussed, couldn't maybe another source be looked at? Couldn't the librarian look at one of these books and say this has a lot of value, it really could add*

something to maybe one child is going to gain something from. Perhaps the policy could be changed, looked at. Is there something that would add educational value, align with your objectives, and involve collaboration between educators, parents, students. I have to say it, I wonder about the books that are in teachers' rooms. Have they all gone through that same review process? And yet, they are read, are they not? It really should be important that the whole process gets reviewed. Look at the criteria, even the policy could be revised and show that these books do have value.

XI. 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 7:43pm 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, Chisholm: yes, Duggan: yes, Fernandes: yes

MOTION: Ms. Fernandes to exit executive session at 8:02pm only to return to regular session to adjourn

SECOND: Ms. Duggan

MOTION PASSED (5:0)

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

XI. Information Items

Recommendation:

That the school committee review the READS Collaborative Quarterly Report Overview.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:03pm.

MOTION: by Ms. Rounseville to adjourn at 8:03pm

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



Student Opportunity Act School Committee Presentation

April 4, 2024

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching and Learning

Old Rochester Regional School District
MA Superintendency Union # 55

Today's Agenda:

- What is the Student Opportunity Act (SOA)?
- Student Opportunity Act Plan vs District Improvement Plan
- Overview of SOA Process
- DESE's Strategic Objectives and Evidence-Based Programs (EBP)
- Determining Learning Gaps and Areas of Need for SOA Plan
- SOA funds
- Questions



What is the Student Opportunity Act?

The [Student Opportunity Act](#) ushered in a new phase in the Commonwealth's commitment to ensuring that every student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

District Improvement Plan *versus* Student Opportunity Act Plan

District Improvement Plan (DIP)

- Vision2028 serves as a comprehensive plan that describes the full set of strategies that a district will implement to support all students in their district.
- DESE reviews DIPs on an intermittent basis.

Student Opportunity Act Plan (SOA)

- The SOA Plan addresses a subset of our district's overall initiatives, focusing on Evidence-Based Programs (EBPs) and strategies that will improve the educational experiences and outcomes of **high needs** students
- Programs and strategies that are new or already in place focused on improving outcomes for students with low academic performance
- DESE reviews all SOA plans every three years and annual updates each year

Overview of SOA Process

- ❑ Review DESE's Guidelines
 - ❑ Analyze Student Data and Community and Stakeholder Input
 - ❑ Align Focal Areas (Commissioner's top five priorities suggests specific initiatives to close gaps)
 - ❑ Write and submit SOA (requires school committee votes)
 - ❑ Approval by DESE

DESE's Strategic Objectives and Evidence-Based Programs (EBP)

- DESE's Commissioner has identified **five** of the 30 high-quality "Evidence-Based Programs" (EBPs) programs in the SOA he encourages districts to consider:
 - Targeted Academic Support and Acceleration
 - Comprehensive Approach to Early Literacy and Early Literacy Screening and Support
 - Expanded Access to Pre-K
 - Enhanced Pathways to Increase Educator Diversity
 - High Quality Secondary Pathways and Programs

SOA Funding by District

- SOA is NOT a grant
- Part of our Chapter 70 funds providing an additional \$30/student
 - SOA plan shows how we integrate the extra \$30/student to reduce student learning gaps
- Approximate amounts embedded into Chapter 70 to close gaps:
Rochester: \$15,000

Determining Learning Gaps and Areas of Need for SOA Plan

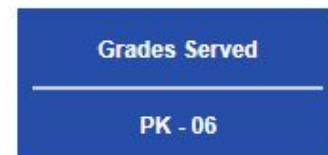
What data do we use to determine learning gaps?

- MCAS Data Analysis
 - Achievement
 - Growth
- Accountability Indicators (*Ex: demographics, etc.*)
- Lowest Performing Students
- High Needs Group
 - Students with Disabilities
 - Low Income Students
 - English Language Learners

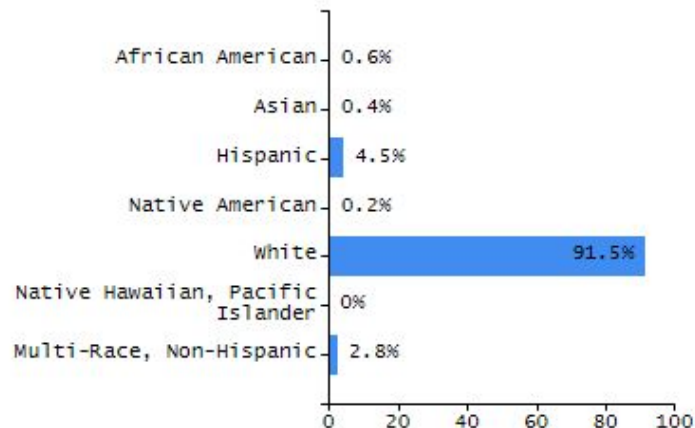
Demographics: Subgroups by District

Rochester School District (Rochester Memorial School)

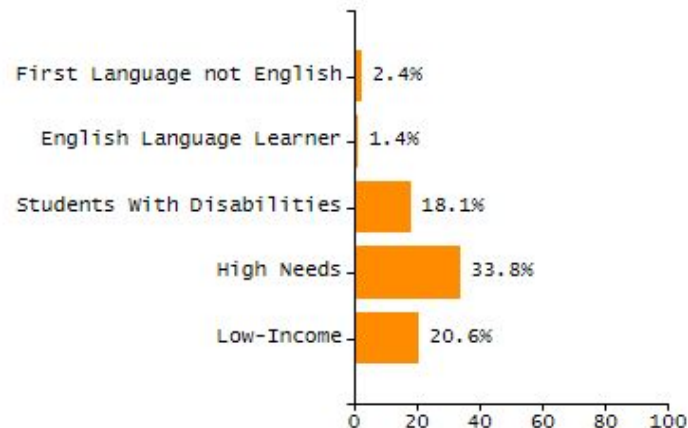
2023-24 Enrollment



Student Race and Ethnicity



Selected Populations



ELA MCAS: Achievement and Growth - All Students and High Needs

ELA MCAS Achievement by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Rochester	42%	48%	12%	5%	24%	35%

ELA Student Growth Performance by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Rochester	49.7	52	43.7	39	47	49

Math MCAS: Achievement and Growth - All Students and High Needs

Math MCAS Achievement by Subgroups

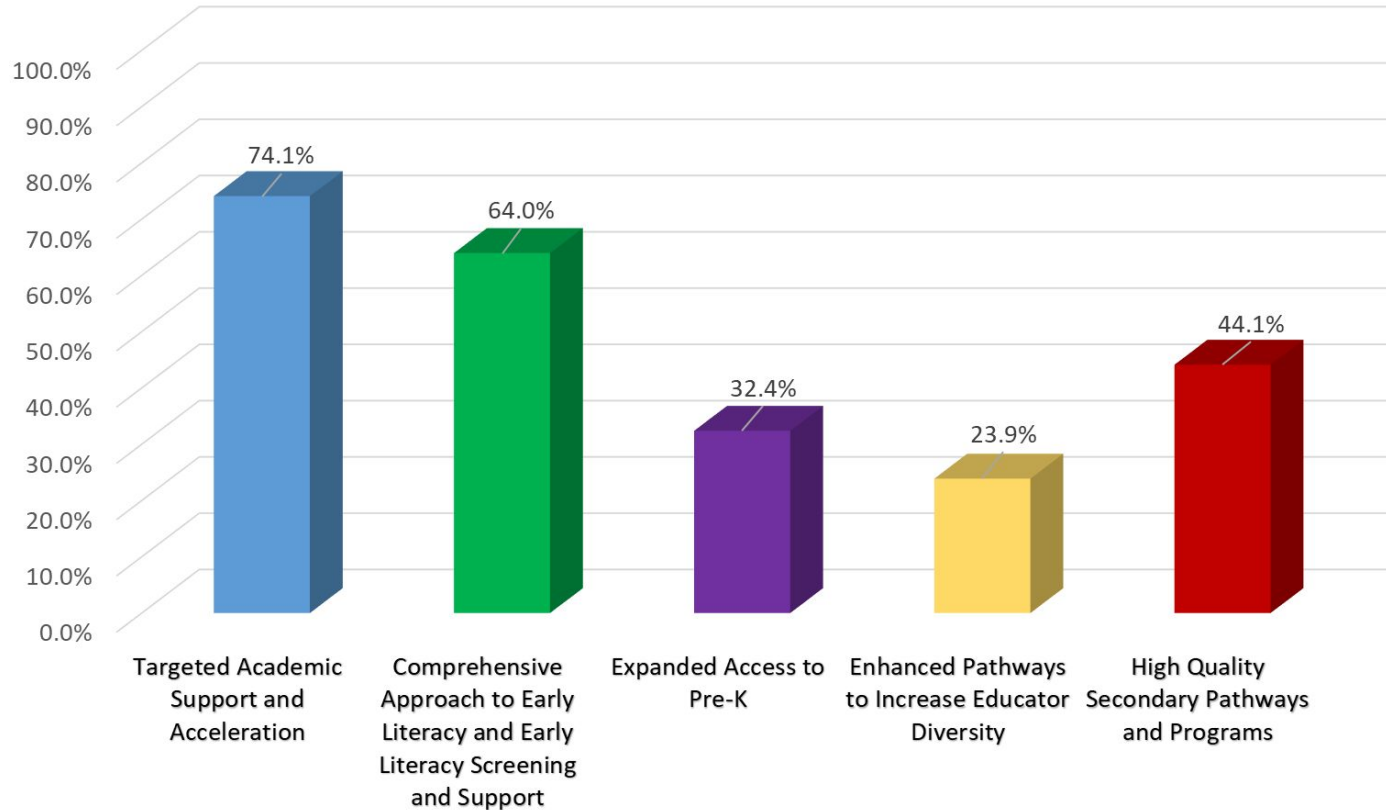
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Rochester	41%	48%	13%	23%	21%	36%

Math Student Growth Performance by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Rochester	49.8	54	44.8	51	47.3	54

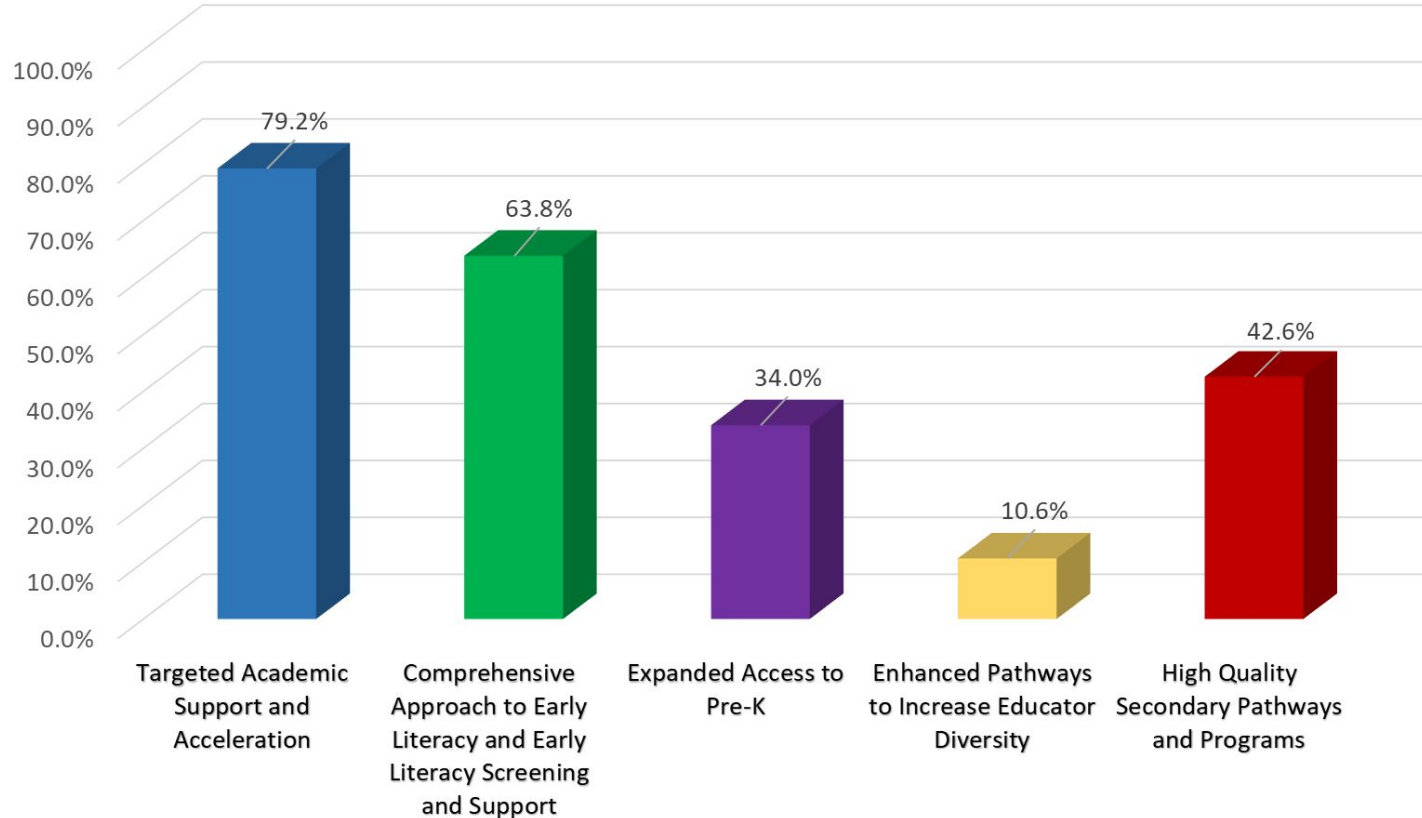
SOA Community/Stakeholder Input and Feedback

All Community Feedback of DESE Prioritized Strategies



RMS Community/Stakeholder Input and Feedback

RMS Community Feedback of DESE Prioritized Strategies



Additional Community SOA Focal Areas

Top Three Additional Suggested Areas

- After School/Summer School Enrichment
- Mental Health
- Life Skills for Career and College

Selected SOA Focal Areas for RMS

DESE EBP FOCUS AREA (2.1) Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning:

- EBP 2.1C Comprehensive Approach to Early Literacy
- EBP 2.1D Early Literacy Screening and Support

Alignment of Data and Focal Areas

Alignment of Data:

- School data, community input, and DESE suggested focal areas are in alignment

Focus Areas:

- Comprehensive Approach to Early Literacy and Early Literacy Screening and Support

Comprehensive Approach to Early Literacy and Early Literacy Screening and Support

Into Reading - New Elementary Literacy Curriculum

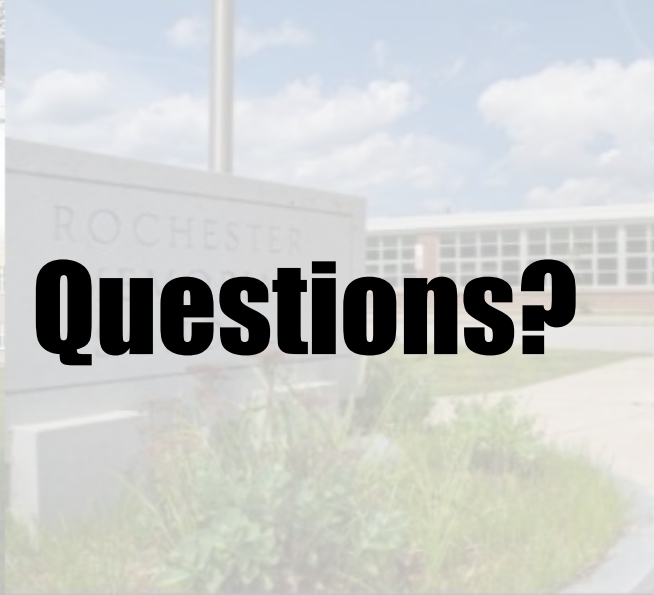
- Into Reading is a Tier 1 core literacy curriculum
- Tier 1: Core instruction - a universal tier provided to all students every day
- Captures 80% of student learning needs
- 20% may receive additional supports based on data and feedback:
 - Tier 2 Into Reading “Word Study Studio” or more intensive Tier 3
- Purpose: aligned to Science of Reading, DESE approved and improves reading and writing skills

DIBELS - Early Literacy Screener

- DESE approved early literacy screener that also assesses for dyslexia

HILL for Literacy Support

- Continued work with HILL on implementation, including Tier 2 and 3 interventions
- DIBELS assessment



Questions?

Thank you!

Approval

- Looking for a vote for approval by the School Committee of the Student Opportunity Act as presented

IEP Improvement Project Overview

April 2024

DESE IEP Improvement Project

The Department of Elementary and Secondary Education (DESE) last updated the forms for Individualized Education Plans (IEP) in the state of Massachusetts in 2001.

“This new statewide IEP form helps teams to more effectively address the needs of students eligible for special education services. The revised form focuses attention on gathering complete information about your child's strengths, challenges, and individualized goals to develop a more personalized education plan for your child.”
-DESE

Improvement Focus Areas

DESE focused on the following areas when looking to improve our current document.

- Family and Student Voice
- Form Documents Process
- Least Restrictive Environment
- Integrated Transition Planning
- Accessibility of Language

Timeline

- Updated IEP forms will not be used until the 24-25 School Year*
- IEP's will be updated to the new format at regularly scheduled annual meetings or when a new draft is proposed (i.e. after evaluations)
- All IEPs are anticipated to be converted to the updated form by the end of the 24-25 school year

**There are some school districts that are part of a pilot program in the 23-24 school year*

Getting to Know the Document

A walk through

Current - Page 1

Individualized Education Program			
IEP Dates: from [] to []			
Student Name: []	DOB: []	ID#: []	Grade/Level: []
Parent and/or Student Concerns What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education? <div>[]</div>			
+			
Student Strengths and Key Evaluation Results Summary What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments? What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any? <div>[]</div>			
-			
Vision Statement: What is the vision for this student? Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments. <div>[]</div>			

IEP 1

Student/Parent Concerns & Vision



Massachusetts DESE Individualized Education Program (IEP)

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

--

STUDENT AND TEAM VISION

Student's Vision (ages 3–13)

This year, I want to learn:

By the time I finish (circle one: elementary or middle school),
I want to:

Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)

While I am in high school, I want to:

After I finish high school, my education or training plans are:

After I finish high school, my employment plans are:

After I finish high school, my independent living plans are:

Additional Team Vision Ideas

In response to the student's vision, this year:

In response to the student's vision, in 5 years:

Student Profile

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

☐ Autism

☐ Communication Impairment

☐ Developmental Delay (ages 3–9)

☐ Emotional Impairment

☐ Health Impairment

☐ Intellectual Impairment

☐ Neurological Impairment

☐ Physical Impairment

☐ Sensory Impairment

☐ Hearing

☐ Vision

☐ Deaf-Blind

☐ Specific Learning Disability

English Learner

Has the student been identified as an English learner?

☐ Yes

☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

--

Identify any language needs and consider how they relate to the student's IEP:

--

Assistive Technology

Does the student require assistive technology devices or services?

☐ Yes

☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications

☐ Goals/Objectives

☐ Services Delivery Grid

☐ Additional Information

Current: Present Levels of Educational Performance

Present Levels of Educational Performance	
A: General Curriculum	
Check all that apply.	General curriculum area(s) affected by this student's disability(ies):
<input type="checkbox"/> English Language Arts	Consider the language, composition, literature (including reading) and media strands.
<input type="checkbox"/> History and Social Sciences	Consider the history, geography, economic and civics and government strands.
<input type="checkbox"/> Science and Technology	Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
<input type="checkbox"/> Mathematics	Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
<input type="checkbox"/> Other Curriculum Areas	Specify: _____
How does the disability(ies) affect progress in the curriculum area(s)? _____	
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____	
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.	
<input type="checkbox"/> Content: _____	
<input type="checkbox"/> Methodology/Delivery of Instruction: _____	
<input type="checkbox"/> Performance Criteria: _____	

Present Levels of Educational Performance		
B: Other Educational Needs		
Check all that apply.	General Considerations	
<input type="checkbox"/> Adapted physical education	<input type="checkbox"/> Assistive tech devices/services	<input type="checkbox"/> Behavior
<input type="checkbox"/> Braille needs (blind/visually impaired)	<input type="checkbox"/> Communication (all students)	<input type="checkbox"/> Communication (deaf/hard of hearing students)
<input type="checkbox"/> Extra curriculum activities	<input type="checkbox"/> Language needs (LEP students)	<input type="checkbox"/> Nonacademic activities
<input type="checkbox"/> Social/emotional needs	<input type="checkbox"/> Travel training	<input type="checkbox"/> Skill development related to vocational preparation or experience
<input type="checkbox"/> Other _____		
Age-Specific Considerations		
<input type="checkbox"/> For children ages 3 to 5 — participation in appropriate activities		
<input type="checkbox"/> For children ages 14* (or younger if appropriate) — student's course of study		
<input type="checkbox"/> For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills		
How does the disability(ies) affect progress in the indicated area(s) of other educational needs? _____		
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____		
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.		
<input type="checkbox"/> Content: _____		
<input type="checkbox"/> Methodology/Delivery of Instruction: _____		
<input type="checkbox"/> Performance Criteria: _____		

Use multiple copies of this form as needed.

Getting to know the document

Present Levels of Performance

There are now four sections to this category

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Present Levels of Performance (2): Behavioral/Social/Emotional

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Bullying	
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Bullying Statement

Bullying	
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.

Specify how these needs, if any, will be addressed in the IEP.

Disability Specific Questions

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

Present Levels of Performance (3): Communication

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- ☐ The student needs an AAC device/system at school.
- ☐ The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- ☐ The student needs training and/or technical assistance to use the AAC device/system.
- ☐ The student's family needs training and/or technical assistance concerning the AAC device/system.
- ☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

- | | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

☐ Yes ☐ No

If yes, these needs will be addressed in the following section(s) of the IEP:

- | | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

Present Levels of Performance (4): Additional Areas (related services - i.e.OT/PT)

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Blind or Visually Impaired (including Cortical Visual Impairment)

- ☐ Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- ☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- ☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Getting to know the document

Postsecondary Transition Planning

Transition planning form is now embedded into the IEP form rather than an additional section.

Current: Transition Planning Form

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:		
Anticipated date of graduation:	Current IEP dates from:	to:
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Page 1 of 2

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

Student: _____ **Date form completed:** _____

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, [service-learning](#) projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- Community Experiences/ Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in [community-based](#) experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Postsecondary Transition Planning

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

What is the student's current status regarding meeting those requirements?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Decision Making & 688 Referral

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ☐ The student will make their own educational decisions.
- ☐ The student will share decision-making with their parent, caregiver, or other adult.
Individual with whom the student will share decision-making: _____
- ☐ The student has delegated decision-making to their parent, caregiver, or other adult.
Individual to whom the student has delegated decision-making: _____
- ☐ A court has appointed a legal guardian for the student who will make educational decisions.

Name of court-appointed legal guardian:

Date of determination:

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Current: Accommodations & Modifications

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

[Redacted]

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

<input type="checkbox"/> Content:	[Redacted]
<input type="checkbox"/> Methodology/Delivery of Instruction:	[Redacted]
<input type="checkbox"/> Performance Criteria:	[Redacted]

Accommodations and Modifications

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

Current: Testing Accommodations

State or District-Wide Assessment			
Identify state or district-wide assessments planned during this IEP period: 			
Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.			
	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See 1 below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See 2 below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 For each content area identified by an X in the column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program. 			
2 For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment. 			
			NOTE When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.

Testing Accommodations

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

--

How does the student participate in state and/or districtwide assessments?

- ☐ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
☐ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

Getting to know the document

Measurable Annual Goals

Current Performance now referenced as
Baseline

Current: Measurable Annual Goals

Current Performance Levels/Measurable Annual Goals	
Goal #	Specific Goal Focus:
Current Performance Level: What can the student currently do?	
Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?	
Benchmark/Objectives: What will the student need to do to complete this goal?	

Measurable Annual Goals

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

--

[illegible]

Participation and Service Delivery

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Service Delivery Grid - Extended School Year

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- ☒ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

Transportation & Schedule Modification

TRANSPORTATION SERVICES

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent(s)) during Extended School Year in the service delivery grid below.

Nonparticipation vs Participation

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

☐ No ☐ Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550: "... removal of children with disabilities from the regular educational environment occurs **only when** the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

Preparing for Implementation

Trainings:

October 16	DESE Sponsored Training of Trainers
October 27	Allan Blume Training
November 7	Professional Development - Vertical Department Overview
January 31	Professional Development - Present Levels of Performance
March 6	Professional Development - Accommodations and Modifications
March 27	Meeting - Special Education Administrative Assistants
May 14	Parent Information Night with Allan Blume
June 5	Professional Development - Paraprofessional staff Overview

*Ongoing sessions during our department meetings and regular special education meetings.

Thank you for your time.
We look forward to
working collaboratively
as a team as we
navigate this new
format together.

Moving Forward

REVISED 4.4.24 at 3:35pm

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

April 4, 2024 at 6:30 PM

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U21lQT09>

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

FY25 SCHOOL CHOICE PUBLIC HEARING

RECOGNITION OF ACHIEVEMENT

I. Approval of Minutes

- A. Regular Session: February 29, 2024**
- B. Executive Session: February 29, 2024**
- C. Budget Subcommittee: March 13, 21 and 26, 2024**

II. Consent Agenda

III. Agenda Items Pending

IV. General

- A. School Choice Vote**
- B. Approval of Student Opportunity Act**
- C. IEP Improvement Presentation**
- D. Approval of Donation(s)**
- E. Approval of Fundraiser**
- F. Parent Volunteers 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. Executive Session**
 - XII. Information Items**
- ADJOURNMENT**

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS**

TO: Rochester School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: April 2, 2024
RE: Agenda Items

The following items are on the agenda for April 4, 2024.
FY25 SCHOOL CHOICE PUBLIC HEARING

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of February 29, 2024. Please refer to “RSC 04042024 February Regular Minutes”.

I.B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of February 29, 2024.

I.C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of March 13, March 21 and March 26, 2024. Please refer to “RSC 04042024 March 13 Budget Minutes”, “RSC 04042024 March 21 Budget Minutes” and “RSC 04042024 March 26 Budget Minutes”.

IV. General

A. School Choice Vote

Recommendation:

That the School Committee vote on School Choice for the 2024-2025 school year.

B. Approval of Student Opportunity Act

Recommendation:

That the School Committee review the Student Opportunity Act. Please refer to “RSC 04042024 Student Opportunity Act”.

C. IEP Improvement Presentation

Recommendation:

That the School Committee hear a presentation of the updates to the IEP. Please refer to “RSC 04042024 IEP Presentation”.

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- \$1,000 from community member William Goldsmith to be used towards gym equipment. Please refer to “RSC 04042024 Goldsmith Donation”.
- The following books from community members Nicole and Greg Hardy: “Life Skills for Kids” by Karen Harris, “Inspiring Stories for Amazing Boys” by Emily Green, “Inspiring Stories for Amazing Girls” by Eva Kinsley, “Elephants Are Not Birds, Saga One” by Ashley St. Clair, “Good Bears Always Tell the Truth (Cubs to Bears)”, “Otto’s Tales Today is Flag Day” by PragerU, “Otto’s Tales Today is Father’s Day” by PragerU, “Otto’s Tales Today is Mother’s Day” by PragerU, “Otto’s Tales Today is Thanksgiving” by PragerU and “What Should Danny Do? On Vacation!” by Ganit and Adir Levey. Please refer to “RSC 04042024 Book Donation”.

E. Approval of Fundraiser

Recommendation:

That the School Committee review the fundraiser Double Good for the 6th grade class. Please refer to “RSC 04042024 Double Good Fundraiser”.

F. Parent Volunteers Discussion

Recommendation:

That the School Committee discuss parent volunteers.

V. New Business

B. Committee Reports

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 04042024 Financial Memo” and “RSC 04042024 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 04042024 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 04042024 Facilities Director Report”.

IX. Future Business

A. Timeline

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

Rochester School Committee

June 6, 2024 at Rochester Memorial School

Joint School Committee

June 20, 2024 at ORR Jr. High School

B. FUTURE AGENDA ITEMS

- Administrator Contracts (May)
- School Council Goals Update (June)
- Student Handbook (June)
- Approval of Leases (June)

XI. 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.

XII. Information Items

Recommendation:

That the School Committee review the READS Collaborative Quarterly Report Overview. Please refer to “RSC 04042024 READS Quarterly Report”.

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

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

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
Maggie Tokuda-Hall
Ellen Oh
Samira Ahmed
Gayle Forman
Sarah MacLean
Alan Gratz
Christina Soontornvat
Joanna Ho
Aimee Lucido
Abi Cushman
David Serlin
Linda Sue Park
Jodi Picoult
Saundra Mitchell
Colleen AF Venable
Debbie Ridpath Ohi
Crystal Maldonado
Christopher Healy
Jessica Khoury
Kelsey E. Gross
Kristin Harmel
Kiersten White
Susan Johnston Taylor
Abdi Nazemian
Jo Whitemore
Deva Fagan
Rebecca Coffindaffer
Bethany Hegedus
Emeline Lee
Lucas Klauss
Ann Angel

KA Holt
Andrew Simonet
Lin Thompson
Laurie Calkhoven
Ali Terese
Marc Tyler Nobleman
Justin Weinberger
Tanya Konerman
Jacqueline K. Ogburn
Supriya Kelkar
Michael Leali
Emma Straub
Robin Stevenson
Lindsay H. Metcalf
Janet Fox
Crystal Hana Kim
Jamie Jo Hoang
Lauren Semmer
Michelle Schusterman
Josh Funk
Julia Kuo
Cynthia Levinson
David Arnold
Sarah Ruiz-Grossman
V Park (VP) Anderson
Alechia Dow
Liz Garton Scanlon
Charlie Lovett
Laura Ruby
KR Alexander
Erica S. Perl
Jennifer Torres

Stephanie V.W. Lucianovic
Brigit Young
Rebecca Petruck
David DeGrand
Diane Telgen
Erica Ivy Rodgers
Phil Bildner
Christina Cooke
Danielle Joseph
Kirby Larson
Jacob Grant
Emily Deibert
Carmen Oliver
Jennie Shortridge
Roberto German
Gordon Jack
LeUyen Pham
Annette Bay Pimentel
Martha Waters
Robin Newman
Elizabeth Winthrop
Keezy Young
Tara Sim
Deke Moulton
Emily Dove Barton
Amy Spalding
Bruce Coville
Josephine Cameron
Sarah Weinman
Jonathan Hill
Tiana Smith
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. Esquerre
 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 Cabcabin 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

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
March 13, 2024 at 1:00 p.m.**

This meeting was conducted in a hybrid format. School Committee, Administrators and the public had the option of meeting in person at Superintendent's Conference Room in the Superintendent's Office, 135 Marion Road, Mattapoisett, MA 02739 or via zoom.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Robin Rounseville (in-person) and Anne Fernandes (remote).

ABSENT: Jason Chisholm and Katherine Duggan

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools (in-person) and Howard Barber, Asst. Superintendent of Finance & Operations (in-person).

OTHERS PRESENT: Glenn Cannon, Town Administrator, Kristian Stoltenberg, Finance Committee and Suzanne Szyndlar, Finance Director.

Chairperson Hartley called the meeting to order at 1:06 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson welcomed everyone present and thanked them for coming together on short notice. He shared with those present the proposed FY25 budget that has not yet been approved by the school committee with a total of \$7,248,642, along with a comparison of the last three years provided by Mr. Barber. Ms. Szyndlar shared a Revenue Estimating Worksheet that should the actual FY2023 and FY2024 sources of revenue for the Town of Rochester along with the estimated sources for FY2025.

Superintendent Nelson reiterated that this is a level service budget. He explained the transportation contract for bus service expires this year and after multiple bids, this expense has increased approximately 35%. Mr. Barber reviewed the comparison sharing that there have been no changes or additions in any positions and the special education is expected costs and does not include any unknown costs that could come up during the school year.

Mr. Stoltenberg inquired about the bus contract and process. Mr. Barber explained that they were surprised to receive two bids in the second solicitation; typically that is not the case. Mr. Stoltenberg confirmed the district does not charge a bus fee and he recognizes that transportation is not a flexible expense. He sympathized with the school but the increase of \$200,000 was unexpected and the Town has no newfound money. He also expressed the Finance Committee would like to review the ORR proposed budget in order to get the full picture for all Rochester students.

Ms. Szyndlar explained the Town is working with a 3.55% increase and there are unexpected costs with the Town as well such as the new contract for waste and recycling. This has been one of the most challenging budget years she has seen. She shared with the subcommittee that between Rochester Memorial School and Old Rochester, the Town would like the schools to decrease by \$300,000. The Town is \$600,000 in the red with current projections, so the Town will also work on decreasing by \$300,000.

Superintendent Nelson explained he understands the information presented but wanted to be sure to state that beyond this year, if staffing is cut, then more students could be out-placed in the future as they will not be able to handle the students in the building with less staff. This could increase mandated costs for the Town that the schools have no control over.

Ms. Hartley appreciated the work of the Town and that the budget is level service. If the Budget Subcommittee, in thinking of the best way to serve families, cannot bring it to the place the Town is looking for, what will be done? Ms. Szyndlar said the Town would like to see the ORR budget as Rochester is down twenty-six students but up over \$200,000 in expenses and the majority of the expenses in the Town belongs to the schools. Superintendent Nelson stated the proposed ORR budget would be shared in the next day or so and he reiterated that even if they get creative this year, they will be in the same place next year. Mr. Cannon said the Town is worried about that as well, with projections looking even worse for FY2026. The Town Officials all agreed this is not ideal and they have always supported the schools.

Ms. Rounseville said she appreciates the support of this group and she knows it is not that they do not want to support the schools but she wanted to also reiterate that cuts impact the future and they need to keep the students in mind. Ms. Fernandes thanked the Town Officials as well for going into the weeds and really working to look at the budget more closely. She shared that she would not be in favor of an override. He recommended the Budget Subcommittee meet again next week to develop plan A as the current level service budget and plan B with potential decreases.

Meeting was adjourned at 2:23 p.m.

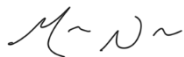
Motion by Ms. Rounseville

Motion Seconded by Ms. Fernandes

ROLL CALL: Hartley: yes, Rounseville; yes, Fernandes: yes.

Motion Passed 3-0

Respectfully submitted,



Michael S. Nelson

Superintendent of Schools

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
March 21, 2024 at 12:00 p.m.**

This meeting was conducted in a hybrid format. School Committee, Administrators and the public had the option of meeting in person at Superintendent's Conference Room in the Superintendent's Office, 135 Marion Road, Mattapoisett, MA 02739 or via zoom.

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

ABSENT: None

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools (in-person) and Howard Barber, Asst. Superintendent of Finance & Operations (in-person).

Chairperson Hartley called the meeting to order at 12:04 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson welcomed everyone present and thanked them for coming together. He discussed that at the last meeting of the Budget Subcommittee with Town Officials, a level service budget was proposed at 6.33% of an increase due to fixed costs such as contractual obligations, transportation and special education obligations. He reminded the subcommittee that at this meeting, Town Officials requested the school department reduced their proposed budget by \$300,000, at either ORR or Rochester, or a combination of the two. The Town will also work on reducing their proposed budget by \$300,000 as initial projections show the Town in a deficit of about \$600,000. Superintendent Nelson again expressed his concern with potential special education services and no long-term plan, as was discussed in the previous meeting with Town Officials. The Town plans to use a special article for special education costs in the amount of about \$300,000 but this would be on-going, annual expenses for special education services and the need for a long-term plan with the Town is a concern for Superintendent Nelson.

Superintendent Nelson explained that since the last meeting, school administrators have worked to reduce the ORR budget by about \$145,000, so there is about \$155,000 for Rochester Memorial School to reduce. He requested the subcommittee come together again at this meeting to discuss what the Town is looking for, and discuss working on a Plan B.

Superintendent Nelson reviewed options to reduce in areas of literacy program support or professional development, technology and facilities but if the subcommittee wanted to reduce by \$155,000, there is no way to do it without reducing staff. Based on current enrollment and special education, it would most likely mean looking at support interventionists and specialists, not regular education or special education staff.

School Committee Feedback:

Ms. Duggan discussed technology reductions and maybe more opportunities for grants related to technology to supplement the reductions instead of some of the other areas to reduce where there may be fewer options for grant funding.

Ms. Fernandes discussed reviewing data related to the educational interventionists. Superintendent Nelson explained the previous building administration advocated for interventionists to support ELA and Math. Ms. Fernandes would like to review data/scores from before and after these positions were added.

Ms. Fernandes inquired about the savings since the district had six retirees last year. Mr. Barber explained the new staff is less salary, but the retirement payouts exhaust any potential savings. He added that there are no retirees this year.

Mr. Chisholm agreed that he is open to all suggestions but it does seem as though hard conversations need to take place regarding the reduction of staff.

Ms. Hartley expressed the importance of preparing students at RMS to align with Marion and Mattapoisett so that all the students are receiving the same quality of education leading into ORR. Mr. Chisholm agreed with this sentiment and did not think making reductions related to curriculum would be positive for the students.

Ms. Duggan asked if there are other ways to generate revenue such as space in the building. She would also like administration to discuss this situation with building administration and those that are in the building day in and day out. Ms. Hartley said she would also like discussions to continue with the Town.

Superintendent Nelson concluded stating it is a difficult situation for all those involved, and the Town is in a difficult situation as well. He will keep union leadership up-to-date with this conversation as well as develop recommendations with the assistance of Mr. Barber and RMS principal Ms. Letendre as the committee recommended. The subcommittee agreed to reconvene again early the following week.

Meeting was adjourned at 1:30 p.m.

Motion by Ms. Rounseville

Motion Seconded by Ms. Duggan

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

Motion Passed 5-0

Respectfully submitted,



Michael S. Nelson
Superintendent of Schools

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
March 26, 2024 at 10:00 a.m.**

This meeting was conducted in a hybrid format. School Committee, Administrators and the public had the option of meeting in person at Superintendent's Conference Room in the Superintendent's Office, 135 Marion Road, Mattapoisett, MA 02739 or via zoom.

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

ABSENT: Jason Chisholm and Robin Rounseville

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools (in-person) and Howard Barber, Asst. Superintendent of Finance & Operations (in-person).

Chairperson Hartley called the meeting to order at 10:01 a.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson thanked the subcommittee for reconvening as agreed upon at the last meeting. Since then, he worked with Mr. Barber and RMS principal Ms. Letendre to review the proposed budget. They were able to reduce the budget by \$75,000 without reducing staff. He also reached out to the Town yesterday to determine if \$75,000 in reductions would be sufficient. Mr. Barber reviewed reductions that were made, including fuel escalation because it is the first year of the new transportation agreement, but this will need to be added back in next year. Reductions were also made in the professional development line but there is a separate literacy line to support the current literacy initiative. He also discussed reductions in technology and putting a hold on replacing any devices on the regular replacement cycle this year. This would also need to be put back in the proposed budget next year. Another area of reductions was facilities by cutting money added for additional building maintenance.

Superintendent Nelson explained reductions were taken from many areas but the goal was to protect initiatives like literacy and staffing. This is not a budget that has any contingencies and next year will be a tough budget season again. FY25 will have to be closely monitored as to not overspend.

School Committee Feedback:

Chairperson Hartley thanked the administration for working on reductions without removing staff.

Ms. Fernandes confirmed that they are preparing to speak to a \$75,000 reduction and if the Town requests more cuts, they will keep the dialogue open. Superintendent Nelson agreed and reminded the subcommittee that long-term planning needs to be considered as these changes are temporary for FY25 and will need to be considered for the FY26 budget, along with special education costs that the district is anticipating.

Motion by Ms. Fernandes to move forward with the proposed budget including the \$75,000 reduction for the Budget Public Hearing this week.

Motion Seconded by Ms. Duggan

ROLL CALL: Hartley: yes, Duggan: yes, Fernandes: yes
Motion Passed 3-0

Meeting was adjourned at 10:27 a.m.

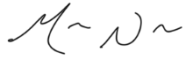
Motion by Ms. Fernandes

Motion Seconded by Ms. Duggan

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

Motion Passed 3-0

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M~N~".

Michael S. Nelson
Superintendent of Schools

Massachusetts DESE Individualized Education Program (IEP)

Student Name: _____ Student ID: _____

IEP Dates: From _____ To _____

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

STUDENT AND TEAM VISION

<i>Student's Vision (ages 3–13)</i>	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
<i>Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)</i>	
While I am in high school, I want to:	
After I finish high school, my education or training plans are:	
After I finish high school, my employment plans are:	
After I finish high school, my independent living plans are:	
<i>Additional Team Vision Ideas</i>	
In response to the student's vision, this year:	
In response to the student's vision, in 5 years:	

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.		
<input type="checkbox"/> Autism <input type="checkbox"/> Communication Impairment <input type="checkbox"/> Developmental Delay (ages 3–9) <input type="checkbox"/> Emotional Impairment	<input type="checkbox"/> Health Impairment <input type="checkbox"/> Intellectual Impairment <input type="checkbox"/> Neurological Impairment <input type="checkbox"/> Physical Impairment	<input type="checkbox"/> Sensory Impairment <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Deaf-Blind <input type="checkbox"/> Specific Learning Disability

English Learner

Has the student been identified as an English learner?

☐ Yes ☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

--

Identify any language needs and consider how they relate to the student's IEP:

--

Assistive Technology

Does the student require assistive technology devices or services?

☐ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply: <input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

☐ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

<p align="center">Bullying</p> <p>Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.</p>	Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- ☐ The student needs an AAC device/system at school.
- ☐ The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- ☐ The student needs training and/or technical assistance to use the AAC device/system.
- ☐ The student's family needs training and/or technical assistance concerning the AAC device/system.
- ☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

☐ Yes ☐ No

If yes, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

<p>Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision)</p> <p>Briefly describe current performance and any applicable documentation.</p> <p>Please note that parent(s) are only asked to share health information voluntarily.</p>	<p>Strengths, interest areas, and preferences</p>	<p>Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities</p>

Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

Blind or Visually Impaired (including Cortical Visual Impairment)

- ☐ Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

- ☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

- ☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

--

What is the student's current status regarding meeting those requirements?

--

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

☐ Yes ☐ No

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

--

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

--

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ☐ The student will make their own educational decisions.
- ☐ The student will share decision-making with their parent, caregiver, or other adult.

Individual with whom the student will share decision-making: _____

- ☐ The student has delegated decision-making to their parent, caregiver, or other adult.

Individual to whom the student has delegated decision-making: _____

- ☐ A court has appointed a legal guardian for the student who will make educational decisions.

Name of court-appointed legal guardian:

Date of determination:

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

How does the student participate in state and/or districtwide assessments?

- ☐ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- ☐ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

- ☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

--

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

--

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

TRANSPORTATION SERVICES

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires Extended School Year Services, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]) during Extended School Year in the service delivery grid below.

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs during extended school year to receive a free appropriate public education.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

RESPONSE SECTION

School Assurance: I certify that the goals in this IEP are those recommended by the Team and that the indicated special education services will be provided.

Name and role of LEA representative:		Signature:		Date:	
--------------------------------------	--	------------	--	-------	--

Response from parent(s) or student who has reached the age of majority with decision-making rights:

It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.

☐ I accept this IEP as developed.

☐ I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

☐ _____

☐ I reject this IEP as developed.

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**

Date:

--	--

**** Student signature is required once a student reaches 18 unless there is a court-appointed guardian.**

Meeting Request

☐ I request a meeting to discuss the rejected IEP or rejected portion(s).

RMS donation

WILLIAM J GOLDSMITH
POD LISA GOLDSMITH

2936

53-13/110 MA
26599

3/6/2024

Date

Pay to the
Order of

Rochester Memorial School

\$ 1,000.00

One thousand 00/100

Dollars



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Safe
Deposit®
Details on back

BANK OF AMERICA



ACH R/T 011000138

For

Donation for gym equipment

William J. Goldsmith

MP



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Life Skills for Kids by Harris, Karen
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>No Reviews Found ▾</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.	Not applicable ▾
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.	Not applicable ▾
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.	Not applicable ▾
6. Physical format of library material shall be suitable for their intended use.	Not applicable ▾
7. Library materials shall be current and up-to-date.	Not applicable ▾
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 does not meet the criteria for inclusion in the library. ▾

Reason:

Due to the lack of professional reviews, this book does not meet the criteria for our library collection. ▾

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Inspiring Stories for Amazing Boys by Green, Emily
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>No Reviews Found ▾</div>

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5. Library material shall meet the curriculum needs of students and staff.	<div>Not applicable ▾</div>
6. Physical format of library material shall be suitable for their intended use.	<div>Not applicable ▾</div>
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8. Library materials shall be selected to help students gain an awareness of our diverse society.	<div>Not applicable ▾</div>



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Signed: _____



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Inspiring Stories for Amazing Girls by Kinsley, Eva
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>No Reviews Found ▾</div>

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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	<div>Not applicable ▾</div>
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	<div>Not applicable ▾</div>
5. Library material shall meet the curriculum needs of students and staff.	<div>Not applicable ▾</div>
6. Physical format of library material shall be suitable for their intended use.	<div>Not applicable ▾</div>
7. Library materials shall be current and up-to-date.	<div>Not applicable ▾</div>
8. Library materials shall be selected to help students gain an awareness of our diverse society.	<div>Not applicable ▾</div>



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Massachusetts Superintendency Union #55

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Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Elephants Are Not Birds by St. Clair, Ashley
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>No Reviews Found ▾</div>

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5. Library material shall meet the curriculum needs of students and staff.	Not applicable ▾
6. Physical format of library material shall be suitable for their intended use.	Not applicable ▾
7. Library materials shall be current and up-to-date.	Not applicable ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾



Old Rochester Regional School District
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Due to the lack of professional reviews, this book does not meet the criteria for our library collection. ▾

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Today is Father's Day by PragerU
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>No Reviews Found ▾</div>

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2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	<div>Not applicable ▾</div>
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.	<div>Not applicable ▾</div>
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	<div>Not applicable ▾</div>
5. Library material shall meet the curriculum needs of students and staff.	<div>Not applicable ▾</div>
6. Physical format of library material shall be suitable for their intended use.	<div>Not applicable ▾</div>
7. Library materials shall be current and up-to-date.	<div>Not applicable ▾</div>
8. Library materials shall be selected to help students gain an awareness of our diverse society.	<div>Not applicable ▾</div>



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 does not meet the criteria for inclusion in the library. ▾

Reason:

Due to the lack of professional reviews, this book does not meet the criteria for our library collection. ▾

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Today is Mothers Day by PragerU
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>No Reviews Found ▾</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.	<div>Not applicable ▾</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>Not applicable ▾</div>
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Old Rochester Regional School District
Massachusetts Superintendency Union #55

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Reason:

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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Today is Thanksgiving by PragerU
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>No Reviews Found ▾</div>

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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	March 6, 2024
Name of Donating Individual/Group:	Nicole and Greg Hardy
Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Good Bears Always Tell the Truth ; Cubs to Bears by Pike, Brett
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>No Reviews Found ▾</div>

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Massachusetts Superintendency Union #55

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Massachusetts Superintendency Union #55

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Date of Receipt:	March 6, 2024
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Contact Information (phone/email):	[REDACTED]
Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	Today is Flag Day by PragerU
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>No Reviews Found ▾</div>

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Date of Librarian Review:	March 12,, 2024
Title and Author of Book:	What Should Danny Do? On Vacation! by Levy, Ganit & Adir
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>No Reviews Found ▾</div>

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of every dollar supports our
Double Good Kids Foundation

Double Good always gives back, helping kids with special needs through experiences, education, and equipment.

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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: April 4, 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 \$117,122 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**
- \$ 6,719,808 – Obligations Paid Year to Date
- \$ **117,122** - **Remaining Available Funds**

Rochester Public Schools

FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.001.1100.02.02	CLERICAL - SCHOOL COMMITTEE	\$0.00	\$1,200.00	\$1,200.00	(\$1,200.00)	\$200.00	(\$1,400.00)	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%
01.305.001.1125.06.36	ADVERTISING	\$0.00	\$0.00	\$0.00	\$0.00	\$135.00	(\$135.00)	0.00%
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	\$4,805.30	\$4,805.30	\$5,494.70	\$335.00	\$5,159.70	50.09%
01.305.004.1110.04.35	CENSUS	\$875.00	\$875.00	\$875.00	\$0.00	\$0.00	\$0.00	0.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$0.00	\$2,726.17	\$2,726.17	(\$2,726.17)	\$0.00	(\$2,726.17)	0.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,458.00	\$24,479.52	\$24,479.52	\$11,978.48	\$11,972.15	\$6.33	0.02%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$12,741.00	\$7,995.16	\$7,995.16	\$4,745.84	\$3,553.39	\$1,192.45	9.36%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$2,071.90	\$2,071.90	(\$671.90)	\$0.00	(\$671.90)	-47.99%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$815.58	\$815.58	(\$215.58)	\$0.00	(\$215.58)	-35.93%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$4,678.68	\$4,678.68	(\$3,878.68)	\$0.00	(\$3,878.68)	-484.84%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$1,160.00	\$167.76	\$167.76	\$992.24	\$0.00	\$992.24	85.54%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,492.00	\$17,574.82	\$17,574.82	\$4,917.18	\$7,744.21	(\$2,827.03)	-12.57%
01.305.004.1220.02.02	CLERICAL	\$8,564.00	\$6,172.02	\$6,172.02	\$2,391.98	\$2,695.15	(\$303.17)	-3.54%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$2,883.85	\$2,883.85	(\$1,983.85)	\$0.00	(\$1,983.85)	-220.43%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,086.00	\$19,154.57	\$19,154.57	\$9,931.43	\$9,053.80	\$877.63	3.02%
01.305.004.1410.03.02	FINANCE OFFICE	\$32,204.00	\$22,308.80	\$22,308.80	\$9,895.20	\$9,712.68	\$182.52	0.57%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,343.00	\$9,188.00	\$9,188.00	\$4,155.00	\$4,083.55	\$71.45	0.54%
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	\$1,070.13	\$1,070.13	\$929.87	\$0.00	\$929.87	46.49%
01.305.004.5300.04.21	COPIER RENTAL	\$3,500.00	\$465.44	\$465.44	\$3,034.56	\$0.00	\$3,034.56	86.70%
	Dept: SUPERINTENDENTS OFFICE - 004	\$168,873.00	\$122,956.87	\$122,956.87	\$45,916.13	\$48,814.93	(\$2,898.80)	-1.72%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.00	\$118,095.37	\$118,095.37	\$14,531.63	\$27,469.23	(\$12,937.60)	-9.75%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$114,678.00	\$87,746.00	\$87,746.00	\$26,932.00	\$26,323.83	\$608.17	0.53%
01.305.007.2210.02.09	CLERICAL	\$45,463.00	\$29,727.05	\$29,727.05	\$15,735.95	\$15,737.80	(\$1.85)	0.00%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$20,195.00	\$12,318.72	\$12,318.72	\$7,876.28	\$7,798.08	\$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	\$1,200.08	\$1,200.08	(\$700.08)	\$242.70	(\$942.78)	-188.56%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$3,533.02	\$3,533.02	(\$33.02)	\$2,896.98	(\$2,930.00)	-83.71%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$14,000.00	\$19,167.60	\$19,167.60	(\$5,167.60)	\$296.48	(\$5,464.08)	-39.03%
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%
01.305.007.2212.02.08	AIDES SUPERVISORY	\$0.00	\$500.00	\$500.00	(\$500.00)	\$0.00	(\$500.00)	0.00%
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	\$399.00	\$956.00	63.73%
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	\$5,139.20	\$5,139.20	\$3,860.80	\$2,660.80	\$1,200.00	13.33%
	Dept: ADMINISTRATION REG DAY - 007	\$346,263.00	\$281,584.01	\$281,584.01	\$64,678.99	\$83,824.90	(\$19,145.91)	-5.53%

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
01.305.010.2305.01.03	TEACHERS	\$1,875,871.00	\$1,186,544.42	\$1,186,544.42	\$689,326.58	\$826,294.85	(\$136,968.27)	-7.30%
01.305.010.2324.01.34	LONG TERM SUB- PROFESSIONAL	\$0.00	\$13,679.54	\$13,679.54	(\$13,679.54)	\$0.00	(\$13,679.54)	0.00%
01.305.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$37,008.90	\$37,008.90	\$12,991.10	\$0.00	\$12,991.10	25.98%
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	\$295.00	\$295.00	\$11,705.00	\$0.00	\$11,705.00	97.54%
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	\$1,242,653.83	\$1,242,653.83	\$713,217.17	\$826,294.85	(\$113,077.68)	-5.78%
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	\$162,829.90	\$162,829.90	\$58,295.10	\$134,698.04	(\$76,402.94)	-34.55%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$71,308.00	\$63,252.90	\$63,252.90	\$8,055.10	\$38,895.36	(\$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	\$227,582.80	\$227,582.80	\$67,200.20	\$173,593.40	(\$106,393.20)	-36.09%
01.305.016.2305.01.03	TEACHERS	\$96,612.00	\$61,194.36	\$61,194.36	\$35,417.64	\$37,249.64	(\$1,832.00)	-1.90%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$2,050.00	\$111.02	\$111.02	\$1,938.98	\$0.00	\$1,938.98	94.58%
	Dept: ART PROGRAM - 016	\$98,662.00	\$61,305.38	\$61,305.38	\$37,356.62	\$37,249.64	\$106.98	0.11%
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	\$68,297.65	\$68,297.65	\$50,571.35	\$41,770.25	\$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	\$69,276.65	\$69,276.65	\$51,642.35	\$41,770.25	\$9,872.10	8.16%
01.305.024.2300.05.23	SUPPLIES	\$0.00	\$892.56	\$892.56	(\$892.56)	\$0.00	(\$892.56)	0.00%
01.305.024.2305.01.03	TEACHERS	\$19,367.00	\$6,933.29	\$6,933.29	\$12,433.71	\$6,933.21	\$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	\$7,950.23	\$7,950.23	\$13,466.77	\$7,108.83	\$6,357.94	29.69%
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	\$250.00	\$250.00	(\$250.00)	\$0.00	(\$250.00)	0.00%
01.305.040.2340.01.03	LIBRARIAN	\$104,993.00	\$65,303.52	\$65,303.52	\$39,689.48	\$40,339.48	(\$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	\$485.98	\$485.98	(\$485.98)	\$65.58	(\$551.56)	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	\$69,224.76	\$69,224.76	\$37,818.24	\$40,405.06	(\$2,586.82)	-2.42%
01.305.043.2305.01.03	TEACHERS	\$160,296.00	\$86,660.42	\$86,660.42	\$73,635.58	\$53,294.00	\$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	\$87,324.33	\$87,324.33	\$75,021.67	\$53,294.00	\$21,727.67	13.38%
01.305.049.2305.01.03	TEACHERS	\$126,287.00	\$78,731.12	\$78,731.12	\$47,555.88	\$48,175.48	(\$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	\$81,072.10	\$81,072.10	\$47,264.90	\$48,175.48	(\$910.58)	-0.71%

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
01.305.052.2305.01.03	TEACHERS	\$105,448.00	\$66,008.52	\$66,008.52	\$39,439.48	\$40,339.48	(\$900.00)	-0.85%
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	\$73,017.90	\$73,017.90	\$34,480.10	\$40,339.48	(\$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	\$15,651.96	\$15,651.96	\$14,348.04	\$7,825.98	\$6,522.06	21.74%
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$6,179.91	\$6,179.91	(\$1,179.91)	\$0.00	(\$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	\$767.25	\$767.25	\$2,232.75	\$255.75	\$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	\$22,633.90	\$22,633.90	\$22,866.10	\$8,081.73	\$14,784.37	32.49%
01.305.076.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$250.00	\$250.00	(\$250.00)	\$0.00	(\$250.00)	0.00%
01.305.076.3200.01.11	NURSE	\$83,056.00	\$50,957.60	\$50,957.60	\$32,098.40	\$32,450.40	(\$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	\$53,164.94	\$53,164.94	\$32,941.06	\$32,450.40	\$490.66	0.57%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$327,000.00	\$198,326.26	\$198,326.26	\$128,673.74	\$128,673.74	\$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	\$198,326.26	\$198,326.26	\$144,673.74	\$128,673.74	\$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	\$12,250.65	\$12,250.65	\$4,943.35	\$5,090.24	(\$146.89)	-0.85%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$57,000.00	\$43,905.57	\$43,905.57	\$13,094.43	\$13,156.43	(\$62.00)	-0.11%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$150,700.00	\$108,373.12	\$108,373.12	\$42,326.88	\$31,626.88	\$10,700.00	7.10%
01.305.088.4120.04.17	HEAT	\$68,000.00	\$59,434.00	\$59,434.00	\$8,566.00	\$566.00	\$8,000.00	11.76%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$4,552.92	\$4,552.92	\$4,447.08	\$2,447.08	\$2,000.00	22.22%
01.305.088.4130.04.16	ELECTRICITY	\$161,000.00	\$106,600.03	\$106,600.03	\$54,399.97	\$25,399.97	\$29,000.00	18.01%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$9,500.00	\$3,795.86	\$3,795.86	\$5,704.14	\$1,254.14	\$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	\$77,839.95	\$77,839.95	(\$61,339.95)	\$10,333.20	(\$71,673.15)	-434.38%
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	\$765.29	\$765.29	\$4,734.71	\$0.00	\$4,734.71	86.09%
01.305.088.4220.05.27	PAPER	\$7,200.00	\$8,390.07	\$8,390.07	(\$1,190.07)	\$4,609.93	(\$5,800.00)	-80.56%
01.305.088.4220.05.28	SUPPLIES	\$0.00	\$20,354.51	\$20,354.51	(\$20,354.51)	\$1,645.49	(\$22,000.00)	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	\$22,793.65	\$22,793.65	(\$12,793.65)	\$2,180.04	(\$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	\$498,841.77	\$498,841.77	\$41,752.23	\$100,042.12	(\$58,289.89)	-10.78%
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	\$44,633.03	\$44,633.03	\$32,656.97	\$19,285.51	\$13,371.46	17.30%
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	\$12,116.87	\$12,116.87	(\$12,116.87)	\$0.00	(\$12,116.87)	0.00%

Rochester Public Schools

FY23-24 APPROVED GENERAL FUNDS BUDGET

From Date: 7/1/2023

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☐ Include pre encumbrance

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☒ Filter Encumbrance Detail by Date Range

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
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%
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	\$88,958.29	\$88,958.29	\$32,831.71	\$20,485.51	\$12,346.20	10.14%
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	\$11,376.72	\$11,376.72	\$11,840.28	\$6,794.43	\$5,045.85	21.73%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,740.00	\$8,193.63	\$8,193.63	\$3,546.37	\$3,001.95	\$544.42	4.64%
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	\$66.78	\$66.78	\$83.22	\$0.00	\$83.22	55.48%
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	\$26,736.31	\$26,736.31	\$33,020.69	\$23,721.88	\$9,298.81	15.56%
01.305.102.2305.01.03	TEACHERS	\$50,279.00	\$16,604.36	\$16,604.36	\$33,674.64	\$9,699.56	\$23,975.08	47.68%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$62,951.00	\$39,594.91	\$39,594.91	\$23,356.09	\$23,913.25	(\$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	\$898.87	\$898.87	\$101.13	\$0.00	\$101.13	10.11%
	Dept: PROJECT GROW - 102	\$114,730.00	\$57,098.14	\$57,098.14	\$57,631.86	\$33,612.81	\$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	\$321,126.80	\$321,126.80	\$216,867.20	\$232,012.88	(\$15,145.68)	-2.82%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$170,913.00	\$80,881.03	\$80,881.03	\$90,031.97	\$49,802.04	\$40,229.93	23.54%
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	\$24,842.23	\$24,842.23	(\$9,842.23)	\$0.00	(\$9,842.23)	-65.61%
	Dept: LEARNING SUPPORT CENTER - 103	\$730,207.00	\$428,470.19	\$428,470.19	\$301,736.81	\$282,550.27	\$19,186.54	2.63%
01.305.118.2305.01.03	TEACHERS	\$210,886.00	\$132,007.04	\$132,007.04	\$78,878.96	\$80,678.96	(\$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	\$133,687.82	\$133,687.82	\$132,948.18	\$80,678.96	\$52,269.22	19.60%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$24,720.72	\$24,720.72	(\$24,720.72)	\$13,087.38	(\$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	\$237.00	\$1,763.00	88.15%
01.305.121.2440.04.35	EXTENDED YEAR SERVICES	\$70,000.00	\$4,550.27	\$4,550.27	\$65,449.73	\$16,264.23	\$49,185.50	70.27%
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	\$65,835.91	\$65,835.91	\$52,164.09	\$25,376.07	\$26,788.02	22.70%
	Dept: SUPPORT SERVICES - 121	\$259,364.00	\$109,341.90	\$109,341.90	\$150,022.10	\$66,289.68	\$83,732.42	32.28%
01.305.127.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$250.00	\$250.00	(\$250.00)	\$0.00	(\$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%

Rochester Public Schools

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☐ 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
01.305.127.2450.05.24	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	\$121,024.88	\$121,024.88	\$71,238.12	\$75,084.12	(\$3,846.00)	-2.00%
01.305.127.2800.01.03	PSYCHOLOGY	\$78,723.00	\$34,047.04	\$34,047.04	\$44,675.96	\$21,279.36	\$23,396.60	29.72%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$1,939.98	\$1,939.98	\$60.02	\$0.00	\$60.02	3.00%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$5,476.00	\$5,476.00	\$3,524.00	\$1,529.00	\$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	\$162,737.90	\$162,737.90	\$121,648.10	\$97,892.48	\$23,755.62	8.35%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$81,665.30	\$50,911.60	\$50,911.60	\$30,753.70	\$30,753.70	\$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%
01.305.130.3300.06.47	TRANSPORTATION - INTREGATED	\$0.00	\$0.00	\$0.00	\$0.00	\$325.00	(\$325.00)	0.00%
	Dept: SPED TRANSPORTATION - 130	\$179,000.00	\$65,972.85	\$65,972.85	\$113,027.15	\$51,525.18	\$61,501.97	34.36%
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	\$22,827.00	\$22,827.00	\$40,371.00	\$8,220.00	\$32,151.00	50.87%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$120,000.00	\$81,526.89	\$81,526.89	\$38,473.11	\$97,885.41	(\$59,412.30)	-49.51%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$275,198.00	\$104,353.89	\$104,353.89	\$170,844.11	\$106,105.41	\$64,738.70	23.52%
Grand Total:		\$6,836,930.00	\$4,286,492.40	\$4,286,492.40	\$2,550,437.60	\$2,433,315.99	\$117,121.61	1.71%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

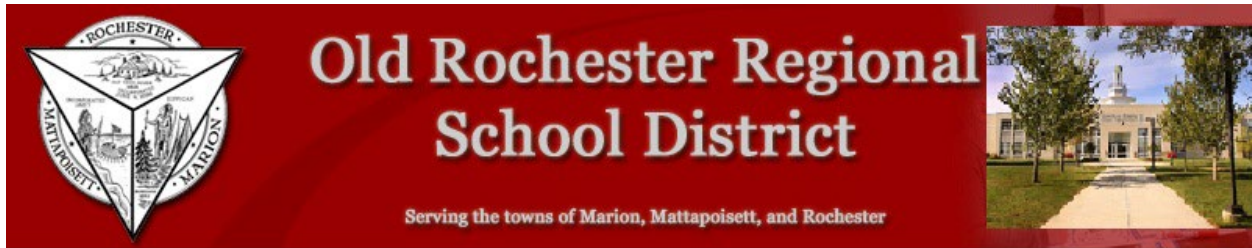
Food Service Director's Report: April 2024
Rochester Memorial School

Directors Update:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Currently preparing to service the April Acceleration Academy during break.
- Currently working on procuring food and supplies for next year.
- Currently have a 3-hour vacancy at the ORR campus.
- Meal participation continues to grow strong.

Students Receiving Free and Reduced Meals:								
Free:					121		24%	
Reduced:					13		3%	
Student Meal Participation								
SY 23					SY 24			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	161	17%	425	45%	216	23%	404	43%
September	2552	28%	5328	58%	2864	30%	5183	55%
October	2547	28%	5678	62%	2935	30%	5518	56%
November	2127	27%	4837	62%	2499	30%	5042	60%
December	1921	26%	4746	64%	1918	28%	4265	62%
January	2147	25%	5377	62%	2753	29%	5782	61%
February	1725	25%	4211	62%	2004	29%	4195	61%
March	2799	27%	6570	62%	2819	30%	5834	61%
April	1843	28%	3979	61%				
May	2900	29%	6190	61%				
June	1347	29%	2648	57%				

Jill Henesey
Director of Food and Nutrition Services
Office: 508-758-2772 x1543
Mobile: 774-320-0801
Email: jillhenesey@oldrochester.org
<https://www.facebook.com/ORRnutrition4kids>



Facilities Director's Report: April 2024

Rochester Memorial Elementary School

- State elevator inspection completed.
- Repaired ADA exit door.
- Prepared ground support equipment for Spring/summer operations.
- Conducted routine maintenance on all facility equipment and systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org



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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 April 4, 2024
Date: March 29, 2024

Form Concerts:

- Congratulations to our 5th and 6th grade students who performed at the F.O.R.M. concert early in March. On March 5th our chorus students performed and on March 12th our band students performed individually and then performed collectively with all the bands across the district. Both evenings highlighted the many talented musicians across the district. Congratulations to all and to our very own musicians, Ms. Susan Audette, chorus teacher and Mrs. Kaitlyn Laprise, band teacher.

Assembly:

- RMS students got to experience a Musical Journey through the Caribbean with the Manguito Band. Students listened to music from Cuba, Dominican Republic and Puerto Rico. This interactive musical presentation set a positive vibe to start our day on Tuesday, March 12th. Thank you to our amazing PTO for sponsoring this event.

Katie Greer

- Katie Greer came to RMS on Monday, March 25th to speak to our 4th, 5th & 6th Grade students. Katie is an expert on digital safety and spoke to our students about how to be responsible consumers and producers when it comes to social media and technology.

Student Ambassadors:

- The RMS Student Ambassadors are planning a Talent Show for Friday, March 29th. This event is open to all students and individual and group performances welcome
- Permission slips due in the front office by Monday, April 1, 2024.
- Auditions will be held during school with Mrs. Cruz & Mrs. Pacheco on Friday, April 12

Project 351:

- Project 351 students attended their 4th and final workshop at the high school, which was led by Mrs. Millette and the high school student leaders. Our students learned more about autism and engaged in discussions on how to support peers in various social situations. The students discussed what it means to be an upstander opposed to a bystander.
- As a school, we recognized and supported Nation Down Syndrome Day on March 21st.
- A 5th grade student, Zachary Jupin, presented to his peers what Down Syndrome is and shared his personal experience growing up with a sibling with Down Syndrome.

Curriculum and Assessment Updates:

- First grade continues to engage in their annual Project-Based Learning focused on Africa. Each 1st grade classroom has adopted an animal to study and learn all about. As part of this



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work, the first grade team held a Movie Night where students watched Madagascar. Each first grader had a scheduled 10 minute working session at the concession stand where they practiced their math and money skills.

- The Middle of the Year, MOY, DIBELS assessment has been analyzed and Tiered Intervention groups have been identified.
- Monthly meetings with Hill for Literacy are taking place. The focus has been on identifying students' instructional focus areas and learning more about the Into Reading Curriculum.
- Students either receive intervention within their classroom or through our reading and math interventionists. The goal is to increase student performance in both reading and math. Intervention groups usually run about 6 weeks and progress monitoring in ELA is conducted either monthly or bi-weekly.

Meetings and School Events:

School Council

- Tuesday, April 2nd, 3:30-4:30 PM

PTO Meeting

- Tuesday, April 9th, 3:10-4:00 PM

Staff Meeting:

- Wednesday, April 3rd, 3:05-4:05 PM
- Wednesday, May 4th, 3:05-4:05 PM

Pan-Mass Challenge Presentation:

- Friday, April 12th
- School Presentation at 2:15 PM

Steamapalooza

- Save the Date, Thursday, May 16th 5:30-6:30
- The 3rd Grade Recorder Concert is this night as well from 6:30-7:00 PM in the RMS cafetorium.
- Here is the informational packet:

[STEAMapalooza 2024](#)

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



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Grade 3:
ELA: April 9 and April 10, 2024
Math: May 6 and May 7, 2024

RMS Celebrates National Cereal Day



First Grade Movie Night and Project Based Learning-Students as Cashiers





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PTO Sponsored: The Manguito Band



RMS 5th & 6th Grade Chorus Performing at the Annual FORM Concert





READS Collaborative - www.readscollab.org
Quarterly Report Overview - March/April 2024

- READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)
 - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
 - READS continues to abide by the DESE mandates for COVID-19. So far this year, there have been 29 reported cases that include staff and students.
 - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - READS continues to work with Dr. Carlos Hoyt, our DEI consultant. He will be presenting to all READS Academy staff during the scheduled full day Professional Development on March 13th. The focus will be on "Belonging".
 - Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - This year, READS Academy staff and students in culinary work based learning took over the breakfast and lunch program. All of the meals are now made fresh at READS Academy. There has been positive feedback by students and staff. More students are eating breakfast and lunch.
 - The Board of Directors and their school committees have provided the necessary votes to include Brockton Public Schools and Whitman-Hanson Regional School District as READS Collaborative members.
 - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - The year started with unusually low enrollment, especially at the Academy. Effort has been made to support staff while also increasing enrollments. Currently, the Academy has 95 students and the DHH Program has 49 students.
 - READS continues to receive a large number of requests for evaluations to be completed through the Clinic and District Services
- Fiscal Update
 - The FY25 budget was approved by the Board of Directors on 2/15/2024.
 - Tuition and fees for FY25 are on the agenda to be approved at the 3/14/2024 Board Meeting.
 - READS has applied for state reimbursement to support our lunch program.
- Legislation/Compliance
 - READS annual report and financial audit were submitted to the DESE and sent to all member districts by January 1 as required. Both documents are posted on the website.
 - An amendment to the READS Collaborative Agreement has been approved by a majority of the member School Committees and will be moved forward to DESE for approval.
 - READS mid-cycle Coordinated Program Review onsite visit will be 3/21 and 3/22/24.
- Programmatic Information
 - READS DHH Program Director, Mrs. Evelyn Rankin, has provided notice of her retirement effective June 30, 2024. Ms. Rebekah Marchilena has been selected as the new DHH Program Director effective July 1, 2024.